Making a Difference: Community Supplement

A resource for partnerships in drug prevention for Elementary School Health

Department of Health

Drug Dependency
Services Division

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Community Supplement

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in drug prevention for
Elementary School Heal[illegible]

This manual is a drug prevention resource for use by elementary schools in support of the health curriculum: *Elementary School Health ... A Process Promoting Active and Healthy Lifestyles, Teacher's Guide No. 128*, Department of Education, Nova Scotia, 1992.

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This manual is a companion to *Making a Difference: Curriculum Supplement*, Drug Dependency Services Division, Nova Scotia Department of Health, 1992. The *Curriculum Supplement* follows the scope and sequence of the elementary school health curriculum providing drug prevention lesson plans for the classroom teacher in grades Primary to Six. Suggestions for parental and community involvement are included.

The *Community Supplement* provides for expansion and comprehensive support for drug prevention through health promotion in the school, home and community by targeting the development of partnerships and resource sharing for children in the upper elementary grades.

ACKNOWLEDGEMENTS

Gratitude is expressed for review comments given by Frank Covey, Consultant, Health Education and Family Studies, Halifax District School Board; Deborah Richardson, Health Education Committee, Halifax District School Board; Ken Gillis and Anne Hiltz, Duc D'Anville School, Halifax.

Drug Dependency Services Division, Nova Scotia Department of Health wished to acknowledge the funding made available for this manual under the National Drug Strategy, Health and Welfare Canada.

"The views expressed herein are solely those of the authors and do not necessarily represent the official policy of National Health and Welfare."

ISBN 0-88871-193-X

Preface

Schools have long recognized the problem children face with alcohol and other drugs. At the elementary school level, one demonstration of the commitment to drug prevention is seen in the drug education components of the health curriculum. Drug prevention and the application of the solutions is not, however, the sole responsibility of the schools.

The problems created by drug use and misuse have impact on every person in every community. It is also true that solutions to these problems must involve all sectors of the community working together. This effort must go, in part, to helping achieve an environment which fosters growth and development for all our children. Not only do solutions to the problems of drug use require a community based multi-faceted approach, but so does effective prevention.

It is in this spirit that the enriching idea of the concept and potential of partnerships in drug prevention is encouraged through this resource for the elementary school. Partnership can mean parental and community involvement in the school's efforts as well as the school's involvement in community efforts.

More recently, there has been in evidence a growing commitment by various community groups to be involved in the field of prevention. Among others, businesses, newspapers, the corporate sector, service clubs, parents groups, churches, and schools have all taken roles in drug awareness, education, and prevention efforts. Not only have such groups and entities indicated a willingness to be involved, but have taken an active part in contributing their time and resources. The time is here that we can work together to make a difference.

Making a Difference: Community Supplement is a manual which supports, encourages, and reinforces resources working for upper elementary school children in their schools and communities with a strong parental involvement component. It is a practical source of ideas and strategies for partnerships, resource sharing and supportive efforts. Schools, homes, and communities working together for their children provide opportunities for each and every child to reach their full potential.

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INTRODUCING PARTNERSHIPS

Background

"Prevention is more than keeping kids and drugs separate; it is a matter of building stronger people from the ground up."
(Skirrow, 1988)

Recent data indicate that the age of first use of alcohol and other drugs is decreasing. (Vertinsky and Mangham, 1991) Studies have shown that the younger children are when they first use drugs, the more vulnerable they are for continued use. Through effective prevention before drug use becomes a problem, children develop the skills, attitudes, knowledge, and behaviours to adopt healthy lifestyles.

The emphasis of drug prevention programs at the upper elementary grades is to provide opportunities and support which facilitate the development and adoption of a positive approach to healthy lifestyles.

For these reasons, this manual is aimed at addressing children in **grades 4 through 6**. Many of the suggestions and approaches are also applicable, or can be adapted simply and successfully to the needs of younger or older age groups.

In practical terms, prevention can be "planned, purposeful activities which promote the emotional, intellectual, physical, spiritual, and social health of individuals and their communities." (Yoast, 1989) This definition implies that effective prevention is an ongoing process, and is most effective when the entire community works together.

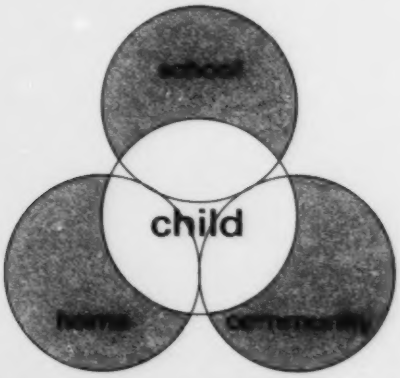

Fig. 1 School, home, and community are the environments supporting drug prevention.

It makes much more sense to nurture a child than to rehabilitate an adult. Getting at the root of the problem and not just attaching its symptoms is important.

Canada's Drug Strategy, Phase II, 1992.

Health is a resource for everyday living, not the object of living. Health is a positive concept emphasizing social and personal resources as well as physical capacity.

Ottawa Charter for Health Promotion, 1986.

Effective prevention programs require a community commitment to the development of all children to their full potential. Many individuals and groups, working together in prevention efforts giving a consistent message, facilitate children's development as positive, contributing members of the community.

Goal and Objectives

Schools have in place a sound framework for drug prevention, grounded in current understandings of the problems, within the elementary school health curriculum. As a result, schools can play a vital role in working with the home and the community in drug prevention. This view recognizes the crucial role of a supportive environment for children to assist in their healthy growth and development. For drug prevention efforts, this means consistency, encouragement, message reinforcement, and support for children in making health promoting choices.

No one program can be as effective as the concerted efforts of many working with the same goal. By providing strategies and an action plan to implement these strategies, resources are made available to the school, which in turn encourages further resources working with the school. This resource package provides practical methods for developing and building community partnerships for drug prevention in the upper elementary grades.

Making a Difference: Community Supplement has the following goal and objectives:

Goal: **To promote active school, home, and community partnerships for drug prevention in support of the health curriculum for children in grades 4 through 6**

Objectives: To increase awareness of drug issues in the school, the home, and the community

To promote partnerships working towards drug prevention for children

To encourage innovative drug prevention for schools and communities

To encourage the development of healthy lifestyles for upper elementary school children

To encourage initiatives within the child's environment (the school, home, and community) which foster healthy choices in relation to alcohol and other drugs

Working Together

"We need to work together on drug prevention, but where do we start ... "

"I wonder how to get parents and the community working with the school ...?"

"The schools cannot do it alone ... "

"I think our school needs to involve the parents and other community members in drug prevention, but ... "

"We need to start working together in our community ... "

"What will really work for our children ...?"

Research and experience indicate that the issues surrounding drug use are complex, as they incorporate individual, family, and society values, attitudes, behaviours, and knowledge. Information-only approaches to drug prevention and scare tactics are not effective. Effective prevention and health promotion are not "things" that are done to children. Consequently one sector of the community, or one program, cannot provide all the support and encouragement children need to maintain healthy lifestyles.

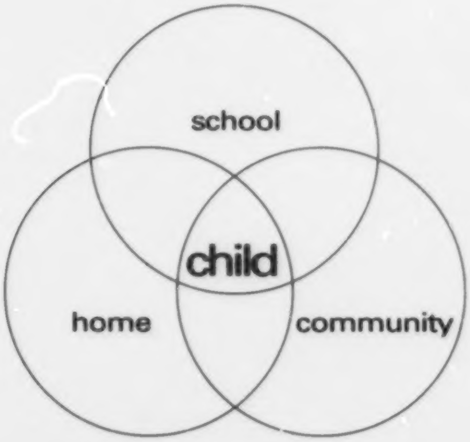

Fig. 2 The school, home, and community working together for drug prevention.

Each school and each community must select strategies that are appropriate to its particular circumstances.

> It is necessary for those involved in promoting substance abuse prevention programs and strategies in their communities' schools to be aware of the comprehensive nature of prevention and health promotion. We cannot isolate the individual in an attempt to prevent abusive behavior and promote healthy habits but must view the person and the environment as interactive.
>
> *Vertinsky and Mangham, 1991.*

Schools contribute to effective drug prevention by:

- Leading the way through example and effort
- Integrating effective drug prevention into the curriculum
- Responding directly to children's needs
- Becoming part of the caring community in a concrete way
- Ensuring that the message "For children, NO amount of alcohol, tobacco, or illegal drug use is acceptable" is reflected in policy and procedures
- Clearly recognizing and modelling responsible action in the school

Each child and adult is a unique and special individual. At the same time, each is also part of the community. Effective and comprehensive drug prevention for the child involves an interplay of strategies involving school, home, and community, as these three have unique and complementary features and roles to play. When working in concert, these allow children to become active participants in health promoting activities and experiences.

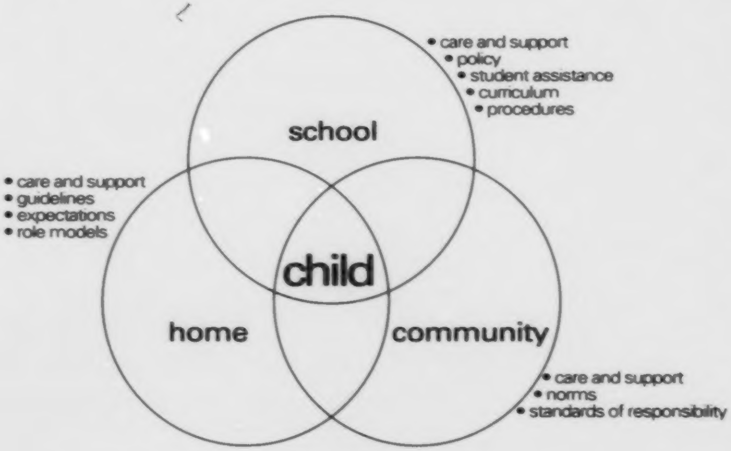

Fig. 3 Some key elements of the major systems at work for drug prevention.

Making a Difference: Community Supplement can serve as a companion to *Elementary School Health ... A Process Promoting Active and Healthy Lifestyles, Teacher's Guide No. 128,* Department of Education, 1992, by offering practical action strategies for building and developing partnerships for drug prevention in the upper elementary school.

This resource manual is organized to facilitate drug prevention program development and implementation in partnership with the home and the community. The "whys" and "hows" of partnership development are combined with suggestions and ideas for dividing the commitment into manageable portions. You are invited and encouraged to read this manual through to develop a framework for your ventures. Techniques are included for developing and combining school and community resources, including concrete approaches and program designs.

Included are summaries of varied programs designed to support and supplement your drug prevention efforts. The programs offered as examples have been selected on the basis of their concept of prevention, collaborative approach, and accessibility to a range of communities, each with its own unique nature, available resources, and needs. This generic approach allows you to adapt the suggested programs, as well as the strategies for development and implementation, to the needs and resources of your own school and community.

Partnership Initiative

This resource manual is for you as a teacher, administrator, or other school staff member. You may decide to share this manual with sectors of the community, or with parent groups you wish to work with, as a means of sharing information and clarifying purpose. You may also wish to share pertinent information with school board personnel, community leaders, agency administrators, and others who have influence on policy as it relates to your programming efforts. Initially, coordinating efforts with community groups, businesses, or agencies can appear to mean vigorous effort on the part of the school. However, once tasks are identified and roles delineated, the community is most often a willing partner in the issue of drug prevention for children, and coordinating efforts becomes a shared venture.

> Health education motivates the person to take the information and do something with it, to keep healthy by avoiding actions that are harmful and by forming habits that are beneficial.
>
> *Green and Iverson, 1982.*

It becomes important to view substance abuse problems and solutions as matters involving whole systems rather than individuals. Individuals must be viewed in the context of the larger community ... This means that our efforts must be many sided and they should strive for a consistency of purpose and action.

Vertinsky and Mangham, 1991.

A Larger Framework

Elementary schools are currently making significant contributions to drug prevention through their health curriculum and through a host of other activities. Building on the understanding of the problems of drug use, effective programs in the elementary school have at least four key elements. These can be summarized as:

- Fostering a positive, healthy lifestyle and developing a healthy self-image
- Emphasizing skills for decision making, coping, assertiveness, resisting negative influences, and effectively communicating with others
- Providing age-appropriate relevant information about drugs and drug use
- **Recognizing the need for multi-strategy approaches including involvement of parents and community**

It is this latter component that *Making a Difference: Community Supplement* addresses. Effective prevention requires a concerted effort by schools, parents, caregivers, and community.

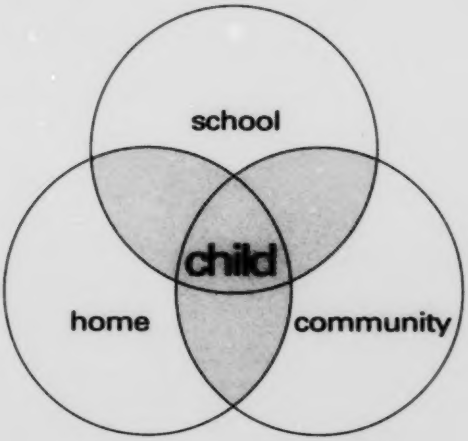

Fig. 4 The school, home, and community as integrated components in drug prevention. This manual focuses on the shaded areas of interaction.

Making a Difference: Community Supplement focuses on the need for developing comprehensive programs that address multiple systems using multiple strategies. School-home-community collaborations in drug prevention is at the centre.

There are two critical reasons for supporting and working toward collaborative action: one reason is concerned with children's development; the other is concerned with sound prevention practices.

Children's development. As they grow and develop, children need support and resources to successfully deal with the tasks and crises they encounter in their lives. The many environments in which their development progresses may or may not provide the necessary resources and support.

By working together, the school, home, and community can expand this aid to individual growth, help to work toward creating social environments that provide resources for health and growth, assist in positively affecting children's interactions and relationships with others including their peers, and even positively contribute to bringing about supportive change within structures and institutions of the larger environment. Drug prevention efforts can potentially have a much greater impact on the multiple environments in which children grow, learn, play, and live through collaboration and partnership development.

Prevention practices. In general, seven primary program strategies are used by prevention workers in dealing with families, schools, communities, and organizations:

- Giving relevant information
- Building necessary life skills for health
- Training/raising awareness in people who are influential in the children's lives
- Providing/encouraging healthy alternatives
- Providing/supporting early intervention
- Advocating/influencing public policies in support of health
- Creating a protective environment and fostering ways to cope

It does not matter how slowly you go so long as you do not stop.

Confucius.

> The community is a fertile, powerful and necessary environment to change norms ...The challenge confronting each community is to recognize the need for collaborative efforts to send consistent messages about chemical use.
>
> *Griffin, 1986.*

Some of these same strategies are those that schools are often asked to adopt for effective prevention. These strategies cannot be the responsibility of any one system, organization, or institution – nor should they be. Schools cannot and need not work in isolation in drug prevention efforts. At the same time, schools have an all-important role to play in the lives of children. This role includes promoting healthy lifestyles. In drug prevention programming, schools that reach out to the home and to the community, receive assistance and gain public support for the goals of the school's prevention/health promotion programs. The school, the home, and the community all benefit, and consequently so do the children.

In isolation, any one of the above strategies may have little effect on children's behaviour or attitude, but together, as a multi-strategy approach, they provide the assistance and the resources that elementary school children need in helping to develop healthy lifestyles. This multi-strategy approach is possible only when collaboration, partnership development, and resource sharing are undertaken. Otherwise the task is indeed daunting. *Making a Difference: Community Supplement* provides practical suggestions for initiating and maintaining these joint efforts to assist in supporting sound, effective drug prevention for upper elementary school children.

Defining Terms

Community

A community can be a physical entity or a social entity, or both. It may be large or small, rural, suburban, or urban. It can be considered as a neighbourhood. Communities may be isolated or central. They may be closely associated with other communities, or detached. In some communities, members may be diverse in age, culture, and needs. In others there may be greater uniformity.

Throughout this manual, the term "community" is used to indicate a group of individuals sharing some common interests, either physically or socially defined.

Partnership

Partnerships involve a sharing of responsibility. Any ongoing involvement between schools and businesses, organizations, agencies, or other schools becomes a partnership when there is:

- Mutual respect
- Mutual benefit
- Mutual effort to ensure a continued relationship

A partnership may also exist between school and home, and between classes or groups of children within a school. Equality is not needed for a partnership to be effective.

A partnership is born when two or more parties mutually agree upon and establish a goal, and define ways to achieve this goal. It can be a formal or informal process, short term or long term. Partnership implies strength: in partnership, one plus one is equal to, or greater than, two.

Partnership building does not mean "you all join us," rather it means, "we are all coming together." All partners are equal participants in the effort.

DRUG PREVENTION: THE CHILD AND THE ENVIRONMENT

Background

Current prevention practice focuses on helping children develop the skills, knowledge, attitudes, and behaviours needed for a healthy lifestyle. This includes avoiding harmful drug use. It offers a challenge for all to develop protective or strength-developing factors for children: those factors that serve to offer protection and security, and that promote healthy growth and development. This in turn fosters resiliency in children, because it provides for positive ways to develop coping skills.

In developing an understanding of the children, the challenge is ever present to offer them the support and the resources they need. Research on risk factors and protective factors (herein referred to as strength-developing factors) offers promising insights in relation to planning effective drug prevention programs for children.

Risk factor and strength-developing factor perspectives offer very different but complementary and essential perspectives. Risk factor research arises from a problem perspective: it focuses on children with identified problems in an attempt to determine the underlying causes contributing to the problem behaviour.

Strength-developing factor research focuses on those children who are determined to be at risk but who have not developed the "expected" problem behaviours. This research seeks to determine which traits or skills account for the resiliency of such children in the face of troubled families and/or environments.

These two research perspectives are complementary for prevention planning, because they represent different approaches to researching problem behaviour in relation to drug use.

Risk Factors

Being aware of, and sensitive to the potential risks in the lives of children, while at the same time being sensitive to the dangers of labelling, develops understanding and paves the way for supportive assistance.

All children at some point in their lives experience increased stresses, which have the potential to lead to drug use. These may contribute to a

> Risk factors relate to a lack of bonding or positive socialization to family, school or peers. These factors inhibit one's ability to become successfully involved and therefore to receive rewards that reinforce healthy attitudes and behaviors
>
> *The Future by Design, 1991.*

Resilient children draw from their environment whatever is positive and that which promotes their health. They maintain a sense of competence and self-esteem. These positive factors and needs identified in the research lead to programs which increase opportunities for positive involvement and foster a sense of belonging or "bonding."

The Future by Design, 1991.

child's being unable to relate positively to their environment, to their family, to school, or to their peers. The following factors in particular can undermine a child's ability to cope with problems and lead to drug use. (These are discussed in detail by Hawkins et al.1985.)

- Friends who use drugs
- Family history of substance abuse – this includes alcohol abuse
- Family management problems – includes negative communication patterns, poorly defined family rules and inconsistent application, poor parental monitoring and excessively severe punishments
- Family history of antisocial behaviour – includes criminality, but also includes child abuse, neglect, and inappropriate expression of anger
- Early antisocial behaviour
- Academic failure, or lack of achievement
- Little commitment to school
- Alienation, rebelliousness, lack of social bonding
- Antisocial behaviour in early adolescence
- Early first use of drugs
- Low self-esteem

Children who learn how to deal with life's stresses, and who have the support and encouragement of adults have a greater tendency to feel hopeful whatever the situation presenting itself and are better able to make healthy life choices. (For further information on risk factors and classroom activities to assist children, see *Making a Difference: Curriculum Supplement*, Drug Dependency Services, 1992.)

Strength-Developing Factors

No other factor affects all others as intensely as do feelings about self. The way a child feels about her/himself is a reflection of how s/he thinks s/he should be, and is influenced strongly by the words and actions of others.

There are concrete ways to offer support and create an environment where positive self-esteem can be nurtured, thus providing for children to develop resiliency within themselves. (See also *Making a Difference: Curriculum Supplement*, Drug Dependency Services, 1992.)

The following conceptions of strength-developing factors is based on Bernard, 1991.

Resilient children draw from their environment whatever is positive and promotes their health. They maintain a sense of competence and self-esteem. In broader terms:

- A resilient child has, to varying degrees, a high level of **social competence**, with qualities of responsiveness, flexibility, empathy, and caring, good communication skills, and a sense of humour. Consequently s/he is more active and more adaptable, and capable of establishing positive relationships with others.
- A resilient child has a clear grasp of **solving problems responsibly and making health enhancing decisions**, which includes such factors as the developing ability to think abstractly, reflectively, and flexibly, as well as to explore alternative solutions. This child is able to find ways to deal with frustrating situations.
- A resilient child is **autonomous**, with a strong sense of independence and **positive feelings of self-worth**. S/he has an internal locus of control and is better equipped to handle life situations, both those that are positive and those that are negative. The latter includes the ability to somehow separate her/himself from environments that are not healthy.
- A resilient child has **a strong sense of purpose and future**, has healthy expectancies and directed goals, and is success oriented. S/he has reasonable educational aspirations, and displays to varying degrees persistence, hardiness, hopefulness, motivation to achieve, a belief in a bright future, a healthy sense of anticipation, together with a sense of a compelling future. This child has a strongly developed sense of coherence in her/his life.

Creating an environment where such resiliency is encouraged and developed offers a strong support for children. A closer look at strength-developing factors within the child's environment which allow for resiliency to become an integral part of each and every child is consistent with the overall intent of prevention and serves to emphasize the need for a multi-strategy approach.

How kids feel about themselves – and those feelings are formed early – often determine whether or not they'll use drugs.

Cooperative efforts contribute to an environment which helps children to improve their capabilities.

Strength-Developing Factors Within the Environment

Healthy growth for children is enriched when the environment recognizes:

- Caring and support
- Age-appropriate expectations
- Encouraging children's participation

Developing programs that increase opportunities for positive involvement and that foster a sense of belonging serve to provide for strength-developing factors within the child's environment.

Caring and Support

Everyone has a need for support and caring from their environment. When these needs are met in a positive way, children can develop as resilient individuals. When these needs are not met, children may turn to something else to fulfill these needs. Alcohol and other drug use can become the substitute fulfillment for these needs. It is necessary to provide structured and informal ways for children to learn, to practise the skills of positive interaction, and to grow to healthy contributing members of the community.

What the school contributes	**What the home contributes**	**What the community contributes**
Caring and supportive school personnel who have an active interest and involvement with the children and who are positive role models Peers who offer positive support	Support, caring and love A sense of trust and coherence Encourages responsible risk taking Demonstrates healthy lifestyle choices Positive role models	Resources necessary for healthy human development: health care, child care, housing, education, and recreation Social networks that link families, schools, agencies, and organizations

Age-Appropriate Expectations

School, home, and community can work together to develop reasonable expectations for children at their various ages and stages of development. School, home, and community provide support by ensuring that these expectations change in response to the children's ever-evolving maturity.

Children who see themselves as valued and capable with attainable expectations develop goals, believe in their abilities and their own worth, and have a sense of purpose in life. They establish a commitment to these expectations and to more health promoting behaviours.

Focus wherever possible on children's strengths not weaknesses.

What the school contributes	What the home contributes	What the community contributes
Challenging but reasonable expectations	Values children for all their good and shares this with them	Values young people as a resource
Support to achieve expectations	Has challenging expectations for their behaviour, with fair and reasonable rules and consequences	Provides opportunities to be meaningful participants and contributors in the community
Encourages "I can" statements	Encourages children to develop their strengths and set realistic short- and long-term goals	Challenges adults to reflect on their own values and attitudes towards drugs
Encourages self-improvement		Knows and supports the expectations of the school and the home
Allows for each child to see her/himself as a "bright and capable person"		
Fosters critical and analytical skills		

School activities that provide opportunities for students to have fun without alcohol and other drugs, and to contribute to the school community, build momentum for peer pressure not to use drugs. These school activities also nurture positive examples by giving older students opportunities for leadership related to drug prevention.

What Works: Schools Without Drugs, 1989.

Encouraging Children's Participation

Encouraging and providing opportunities to actively participate and contribute allows for children to develop a sense of belonging, caring for others, and strong feelings of self-worth.

Listening and responding to the children, developing opportunities for them to participate and take responsibility in the life of the school, the home, and the community, tells them they are respected as partners in society. Giving children important, meaningful, and valued things to do assures them that their contributions are important. In this way they develop a sense of belonging, together with a sense of purpose and responsibility for themselves and for others.

What the school contributes	**What the home contributes**	**What the community contributes**
Provides a variety of meaningful valued roles and responsibilities.	Provides age - and capability - appropriate responsibilities rooted in a caring, supportive environment	Respects and encourages the social contributions in the life of the community
Encourages active participation by providing interesting and varied opportunities	Provides responsibility and freedom for children to make decisions where they know and understand the consequences of their choices	Fosters a sense of belonging
Involves the child directly in decision making, problem solving, planning, setting goals, and helping others.		Creates opportunities for children to participate and take responsibilities in nurturing the community

Programs and Partnerships

There is no one formula for building community support or for developing partnerships for the school's drug prevention efforts and goals. For this reason, *Making a Difference: Community Supplement* provides generic suggestions for program development and implementation to assist you: from getting started to evaluating your efforts; from getting support to celebrating your successes. Throughout, you will find helpful ideas to guide you through the processes of resource sharing and partnership development.

Examples of programs demonstrating workable partnerships between school, home, and community are also provided. In these, you can find ways of approaching implementation, including building support within the school, as well as which networks are needed for the success of your program.

The sample programs and projects included in this manual have been developed for your use. You may choose to implement programs or projects as single events or as integrated events, or you may wish to develop your own programs or projects based on the ideas presented. Your own resources, school board policy, the school's history of community involvement, existing links with the community (consider their quantity and their quality), and the accessibility of community resources will all have a bearing on the programs you initially undertake, and on how you approach them.

Single-Event Programs and Projects

There may be practical realities, such as competition for scarce resources, that indicate the choosing to develop or implement a single-event project. You may want to "test the waters," or to build gradually on what is already in place. Your choice of approach to a project can be affected by these considerations, and this manual provides for the different programs to be accessed in different ways, and for different staff to undertake responsibilities for different projects.

Regardless of your choice of approach to school-home-community links for drug prevention, the goal is the same: to combine resources with those of the home and the community for the benefit of the children.

> Collaborative efforts between schools and other community sectors require careful attention to the proper conditions for safeguarding and bettering the child's education and welfare and to the relationships between school and non-school personnel. Instant collaboration may bring instant gratification, but it is not likely to bring lasting success. Instead, careful planning, combined with thoughtful involvement of people and places, is essential for the kind of school – community collaboration that leads to improved well-being for all children and youth at risk.
>
> *Guthrie and Guthrie, 1991.*

Comprehensive school health programs traditionally encompass three interdependent components: health education (instruction); health services; and healthful school environment. The purpose of each of these program components compliment and are complimented by the procedures and activities of the others. Although such a program is school based, it is recognized that not just school personnel and students, but their families and communities must be involved in its planning, implementation, and evaluation.

National Professional School Health Education Organizations, 1984.

For the school's drug prevention program, in adopting a single-event program or event, you work towards:

- Obtaining assistance for what you are doing now by encouraging the home and the community to work with you and by gaining support for your efforts
- Providing for the community to participate and take an active role in the school's drug prevention program
- Supporting the expansion of curriculum-based drug prevention through implementing the selected program/project

Integrated Programs and Projects

Integrated programs and projects typically have a broader base and usually call for more formal alliances and partnerships leading to the development of ongoing relationships between the school, the home, and the community resource base. A formal arrangement can be adopted for a specific project over a specified period of time. This in turn sets a tone and establishes precedents that can be built upon. Small but deliberate concrete steps are often called for, with the overall direction of the journey known, and each step moving towards a specific destination.

The processes outlined in this manual can be helpful in achieving broad-based participation by children and adults in drug prevention within the school and the community. To enable change to occur in terms of more effective and efficient drug prevention, appropriate community and home responsibilities must be assumed. This means acknowledging that it is not school ownership of drug prevention that is the issue, but rather ownership of the processes that support health-enhancing decisions on behalf of children by the school, the home, and the community together. These partnerships imply and result in an increased commitment to the school's efforts by the home and the community.

The process is begun whereby there are not only opportunities for programs for the children, but also opportunities for modelling health promotion and community participation by parents, schools, community groups and organizations, and individuals within the community.

In addition to the benefits achieved through single-event projects and programs as outlined above, integrated programs enhance the school's drug prevention program by:

- Encouraging the community to work along with the school in drug prevention activities on a long-term basis
- Providing broad-based community support for health promotion focused on the needs of the children

Developing Your Own Programs

The programs and projects suggested in this manual can serve as ideas for developing your own programs. At the end of this manual, you will find pages outlined in a format similar to the programs provided. These are included for you to record your own ideas, and you are encouraged to share these ideas and successes with others and with Drug Dependency Services for further dissemination.

Planning for Development

Supporting and encouraging the adoption of a coordinated plan of action by and through school personnel within the school is inherent in *Making a Difference: Community Supplement*. Developing such a plan requires that goals and objectives are established, activities and resources are identified, and strategies for implementation and maintenance are outlined. Essentially, this means that when you undertake to develop a master plan you engage in:

- Reviewing and noting the present programs within the school
- Identifying needs and/or gaps in programming
- Prioritizing these needs
- Developing long-term plans to meet these needs
- Implementing programs to meet the highest priority needs first

This process gives an overall picture of the strengths and weaknesses, the areas of emphasis, and gaps present in current programs. It also gives direction for future planning and resource acquisition. This opens the door for systematically planning for community involvement in school-based initiatives, which can then grow in strength and comprehensiveness.

> To ensure that all children have the opportunities to build resiliency – to develop social competencies (like caring and responsiveness), problem-solving skills, autonomy, and a sense of purpose and future, we must work to build linkages between families and schools and between schools and communities. It is only at this intersystem level – and only through intersystem collaboration within our communities – that we can build a broad enough, intense enough network of protection for all children and families
>
> *Bernard, 1991.*

We have to stop trying to do more of what we have been doing and start finding better ways of using what's already out there.

Skirrow, 1991.

The process of carefully and thoughtfully developing a master plan may in turn uncover or identify areas of policy that need examination or confirmation. For example, you may wish to obtain formal assurance that policies addressing drug prevention and early intervention are understood by the parents and the children. Or, you may wish to obtain confirmation that school policies relating to the roles and responsibilities of the school, the parents, and the community in relation to drug prevention are clearly understood by all involved.

With this clarity, comes the opportunity to rely on other people's leadership and to build on that leadership so that responsibilities and roles are shared between the school, the home, and the community, and are not solely the responsibility of the school.

In beginning any partnership with the community, school personnel must consider possible changes in the school's role, whether the programs should focus on all or only at risk children, and which agencies or organizations should or must be involved. Whatever the program, its impact can only be strengthened when its planning includes comprehensiveness and partnerships.

PLANNING & DEVELOPING COMMUNITY PARTNERSHIPS

Background

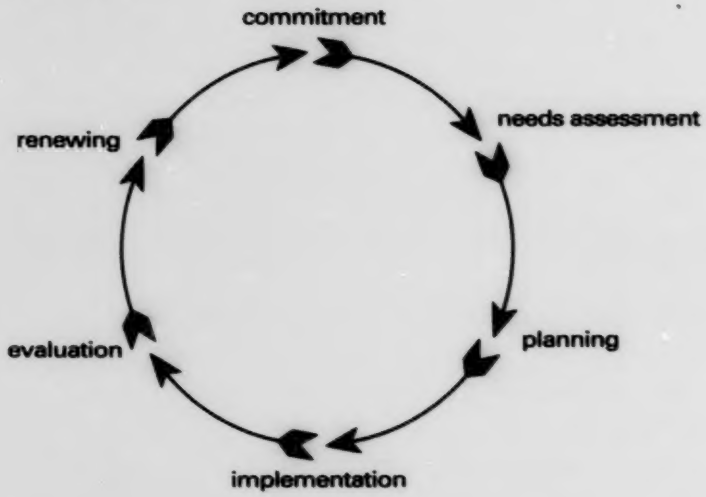

Fig. 5 A program planning and development process. The process is a continual cycle of planning, action and decision making.

All of the steps to follow are based on simple common sense approaches. You will find considerable value in outlining each step as you go. The process is really one of moving from one action step or phase to the next. After each step, stop and look at the results. Did you get the job done? Where are you now? What worked, what didn't work and why? What should you do next in moving through the process?

Effective drug prevention includes offering a wide range of healthy activities, providing for developing high self-esteem, developing skills needed to make healthy decisions, and fostering positive relationships, in addition to providing information related to drugs. This section is intended as a practical aid to creating school-home-community partnerships in effective drug prevention.

Any program takes a certain amount of organization and advance planning. A program can be potentially very successful but, because of lack of organization or advanced planning, fail to achieve its full potential.

The potential to reduce the number and severity of chemical use problems of young people in a community depends upon carefully assessing needs, planning programs (and strategies) based on needs, implementing theoretically sound and practical programs and regularly evaluating program impact.

Griffin, 1986.

It is all the ways we show we care that really helps programs succeed.

Elementary School Principal.

Good programs and projects succeed because:

- They are accepted by the participants
- Appropriate resources, material, and time are available
- They address real needs
- They happen at the right place, at the right time

In fact, by reflecting on the many day-to-day events you may take for granted, you give yourself a good chance of selecting the most effective program for drug prevention.

Planting the seeds for effective program development and coordination can happen in many ways. The following are examples:

- As a teacher, you may consider a simple, short-term activity that involves a local business as a sponsor. The success of the activity for all leads you to consider ways to develop a longer-term relationship with the business.
- A parent of a child in your class offers to come and talk with the children about their work in a pharmacy. The enthusiasm of the children's discussions leads you to wonder how you might extend the active and engaging interest of the children.
- As a teaching staff, you may decide to run an event that highlights your commitment to prevention. Community interest and involvement in this event may serve as the energy to build upon in the longer term.
- As a parent you may suggest meeting to explore the issues surrounding drug prevention with other parents/community members. From this meeting, a group concern and interest prompts further commitment to action.
- The teaching or administrative staff may wish to coordinate the efforts of individual members under a comprehensive drug prevention plan for the school. Coordinating efforts can lead to identifying gaps and areas of need, and can bring to light untapped resources.

Each of these can serve as a starting point for program development and coordination.

As you begin, keep dated records of all information. In the short term this may take a little extra time, but in the long term, this basic organizational tool will save a great deal of duplication and wasted effort, as well as serve as a valuable resource in evaluating the process.

Getting informed

There is a rich and valuable source of information available to help ensure the success of your program – the basic information from the school and community itself.

Getting to know and understand the situation and the community provides a wealth of valuable information vital to the success of your efforts.

The Present Situation

Perhaps the school is already involved in programs that extend beyond the classroom:

- If so, how are they working?
- Are there gaps or needs that these programs do not presently address?
- What makes these programs successful at the present time?
- Who is responsible for what, and what are the various roles in the school, and in the school-home, school-community partnerships?

In becoming familiar with what is already in place you may find that what you first saw as a problem is already being addressed, or you may find that there are flaws or gaps in what is in place, or that it is time to build upon successes already achieved.

The History of Involvement

It is also important to consider the past history of the school in terms of community involvement, and indeed, the history of your own involvement. Being aware of such information, the successes and the problems, provides valuable information for you related to:

(i) **How to introduce the program.** This will affect whether the program is supported or permitted to operate, as well as how it operates.

For example, a parent group who in the past were not consulted about a program involving their children and the greater community may be wary of such programs. They will need reassurance and information about the purpose and nature of the program as well as the benefits, and how they as parents can be involved. Roles and responsibilities have to be clear to all.

Opening communication channels and keeping them open is critical.

> Facilitative strategies do not focus directly on the individual. Instead, they improve the environment in which behaviors of interest occur. Such strategies make it possible, or perhaps just easier, for the individual to develop and sustain positive health behaviors. They create or allow a more supportive climate for adoption of healthy behavior.
>
> *Skirrow, 1988.*

Planning and continual assessment are crucial. Clear terms of reference should be drawn up to begin partnerships. They can have the added benefit of generating broader community support by making clear what the partnership intends to accomplish. A clear program sequence for each partnership needs to be developed. Program goals should be assessed regularly by the partners who can then make changes if all is not working well.

Reaching for Success: Business and Education Working Together, 1990.

(ii) **What the school has already done.** Past successes and failures affect the credibility of any program. Being aware of these successes and failures provides a basis for the approach you take in the program.

Consider your own relationship with the school/community in the past:

- Are you new to the situation?
- Are you trying to re-establish a good relationship?
- Are you redefining your existing relationship?
- Perhaps you are working at re-establishing an uncertain relationship. In this case, it is wise to clear the problems of the previous situation and establish grounds for credibility, before attempting to embark on a new venture.

Develop a positive working relationship with the community before you proceed.

(iii) **How people feel about the structure.** This is as important as the structure itself. If, for example, the community is not happy with the way the school is running an activity, it does not matter whether they believe in the activity for they are unlikely to be supportive of it. How people perceive the program and their opinions about it, will essentially determine what the program can accomplish.

Keeping communication channels open is a key consideration.

(iv) **Who has done what.** Other groups in the community may have undertaken similar programs. How successful they were, and how such programs were received by the community, can effect your program.

Being aware of all these potential concerns gives you a solid base on which to build your program. You have begun the process of finding key information to determine where you need to start. Identifying concerns and potential obstacles now means you can prepare to overcome them in your planning.

Getting to Know the Community

Getting to know the community is an important step on the way to planning a program. By carefully thinking about the community, you are compiling information about resources as well as identifying potential roadblocks. You need to know about what can help you and what can hinder you. This information helps you determine what aspects of the community you need to consider as you do your planning:

The physical nature ...

- Is the community scattered or compact? What effect does this have on the community? What effect does this have on the children?
- Do the children walk to school, or are they bused, or both?
- What about the businesses present? What are these, and how are they maintained? Are they all of a similar type, or are they diverse?
- What services are available in the community? Include service clubs, government agencies, non-profit agencies, volunteer groups, youth groups, municipal services, etc.
- What kinds of facilities are present? Include schools, churches, recreation facilities, libraries, community halls, youth centres, etc.

The social nature ...

- What is the proportion of the various age groups present in the children's communities?
- Is the population stable or is it increasing or decreasing? Is any such change rapid or gradual?
- What types of family units are present? Do many of the children have extended families or are families isolated?
- Is the population mobile?
- Are there significant sub-communities present?
- Does the community seem organized or disorganized?
- Do the children appear to have a high or low attachment to their neighbourhood?

A general rule based on research is that more than one method of data collection should be used whenever possible. Then you will have information from several perspectives that will increase confidence in your final conclusions. Some information gathering techniques may be adapted singly or in combination: community surveys; key informant surveys (people selected to represent important constituencies); community workshops (representatives brought together to discuss needs); surveys of service providers, and inferential indicators (data about variables that have been linked to drug abuse such as incidence and prevalence, problem behavior indicators, social and developmental characteristics of the children and community indicators).

Getting It Together, 1991.

The strategy that helps collaboration in one community may not apply in the next; and the set of agencies involved, or how they connect with schools may differ from community to community.

Guthrie and Guthrie, 1991.

The economic nature ...

- What is the economic basis of the community? Is it diverse or is it a single-industry community?
- What is the employment situation in the community?
- Does the economic basis of the community influence attitudes towards drugs?

Familiarity with the nature of the community serves as a valuable information source for you. It forms the basis from which you can define the community you are going to be working with (and in) through the partnership. It is important to be prepared to demonstrate that you have done your homework and that you know about the environment into which your program, and therefore you, are entering. This familiarity not only gives you credibility, but it also provides information for you on the resources present and those that are lacking. It is useful to think of resources at this stage in terms of attitudes, economics, geography, and available community services. This provides you with the demographic data or information about the environment.

Individuals Who Share Your Concern

Another source of information is people who have experience, knowledge, or expertise, or by virtue of their positions in the community have valuable information, data, or opinions pertinent to your program planning. These may be people already doing something to promote health in the community or who have demonstrated interest or concern in some way.

- Who are the influential and powerful members of the community? How can they best be approached? What are the existing communication channels? How might this power structure help or hinder your efforts?
- Are there others in the school or community who share your concern?
- If so, are they willing to help in working towards prevention?
- If not, is it possible that they need more information, and could then be willing to work with you? Try to find our what kind of information they might find helpful.
- Perhaps some feel they have nothing to contribute. Find out their strengths, and encourage them to consider and identify the contributions they have to offer a particular task.

Availability of Alcohol and Other Drugs

The basic question here is how accessible are drugs (include alcohol and tobacco) to the community? Secondly, what are the attitudes in the community, generally speaking, to drug use?

- Find out the attitudes of various sectors of the community with regard to alcohol and other drugs.
- Are there different cultural norms about drug use within the community?
- Determine the situations that presently exist in which the use of alcohol or other drugs is allowed or not allowed. In these, consider family events, religious celebrations, parties, or community events.
- Check availability of tobacco, alcohol, and other drugs within the community. Where and to whom are these sold?
- How accessible are alcohol and tobacco to children in the community?

Don't underestimate how important it is to educate parents, too, if you want your program to succeed. They need to know you're sincere about your goals. They must understand why programs are necessary.

Elementary School Principal.

Insights From the Children

The children of the upper elementary school themselves can provide valuable information and insight for your programming concerns. Their perceptions of their environment, their communities, and their accessibility to alcohol, tobacco, and other drugs, as well as their experiences in the community, can provide you with critical insights. Classroom discussions and conversations with the children's classroom teachers provide an effective way of generating additional useful information about the situation you are entering.

Cultural Considerations

Culture is an integral and special part of each and every person. A school or a community that values each person as special and unique will appreciate the contributions made because of cultural differences. Drug prevention efforts must consider cultural aspects and concerns of the children and the community in order to ensure relevance of messages.

Cultural norms influence perceptions of many issues including drug use. Drug prevention efforts will be stronger if understanding and respect for the cultural diversity within the school and the community is remembered throughout.

If you think that, because you have drug education, (information-giving) you're going to prevent drug use, you're mistaken. A lot of children have drug information, but when the moment comes, that's not what makes them decide what to do. It's how they feel about themselves that influences whether they say yes or no to drugs.

Elementary School Principal.

The following may help:

- Become familiar with the traditions, beliefs, and values of the children's cultural groups. Acceptance, respect, and understanding foster trust.
- Each child may relate differently to their cultural background and respecting such differences helps avoid assumptions that can lead to misunderstandings.
- Resource materials that reflect the cultural diversity within the lives of the children provide for enhanced support.
- Involving all children in your planning and implementation activities means tapping into the valuable contributions that the children themselves can make in developing a deeper understanding of the needs of their cultural selves.
- All children need support in developing self-esteem. Children whose cultural environment differs from the school's culture may need extra support in developing a positive self-image.
- Help the child identify role models within their culture and consider inviting these individuals to be part of your program.
- Acknowledge the presence of traditions and beliefs that are unique to each culture.
- For children whose first language is not that of the school, consider incorporating some drug awareness information into the training of those who work with these children.

More specifically, to help minority children school staff will need to learn more about the child's particular culture and values. This can be done in a variety of ways:

- Ask the expert – the child.
- Show genuine interest and respect for the child and his or her family's way of life.
- Ask about anything the child has learned from his or her grandparents or other extended family members.
- Let children have a chance to talk about the beauty of their cultures in classroom settings.
- Ask community leaders to recommend books, workshops or activities that will help you and the children become more culturally sensitive.
- Develop an in-service series with representatives from various cultural groups in your community offering information and guidance on how to best approach children. (Adapted from Oliver-Diaz, 1989)

Using The Information

You have gathered facts and opinions about the community as well as about the resources, services, facilities, materials, and programs in the community. You have identified people, places, and things that are relevant to your planning. This information gives you not only some ideas about issues or problems that need tackling, but also an indication of potential barriers and their possible impact on program development. At the same time you have identified facilitating factors in the environment, factors that can work to support your program. Facilitating factors and barriers exist for any anticipated course of action. The key is to analyze the program or project's environment, anticipate as many barriers or problems as possible, and deal with or solve as many as possible. A realistic assessment of the obstacles is the first step in determining how best to overcome them.

Examining potential roadblocks and problems in advance allows you to be proactive. What are the specific obstacles you might anticipate? How can these problems be anticipated? Consider what contingencies you could put in place to deal with the examples below.

Factors within the communities of the children that bring about change include:

- A new industry
- New housing
- Mass layoffs as businesses fold
- Political changes

These may all have an effect on any program you plan, and keeping abreast of such changes offers the best means of accommodating them.

- Will support become diffused?
- Will maintaining support for the program require more effort over time?
- Will key community members be distracted by other pressing problems?

Some community members may believe that there is no problem in their community, and hence no need for programs addressing prevention.

Even the most careful plans are subject to what administrators call Murphy's Law: everything that can go wrong, will go wrong. Therefore, planning must include the development of procedures that ensure the success of prevention efforts when the unexpected happens. This is what is meant in part, by "planning for implementation."

School health education experience for pupils should not be perceived as the only, or even most prominent, influence on what pupils learn, believe, or do about health. Family members, peers, media messages, and other social and community forces also influence, for better or worse, how children behave and what they value.

Davis, et al., 1985.

Such reactions need to be respected. In selecting programs where this is a major concern, consider emphasizing the health-enhancing nature of the program, and the positive effects on the community and the school and therefore on the children.

- Will data or information be required to support the need for a program?
- Will acknowledged prevention workers need to be called upon?
- Is a survey or questionnaire needed to support an initiative?

Others in a community may feel that addressing drug prevention itself leads to a greater potential for drug use rather than prevention.

This feeling, too, needs to be respected and considered in any program you instigate. Emphasizing the health-enhancing nature of the program, rather than the prevention aspect, and stressing the benefits for the community and the school, may pave the way for the support you need.

- Is factual information on successful programs, strategies, and their outcomes needed?
- Is there a need for expert opinion to be presented?
- Is more effort needed for program promotion?

For parents or other groups, particularly at the early stages of organizing, it often happens that schedules conflict, and busy lives leave little time for attending meetings or signalling support for your efforts in a meaningful way. It may help to emphasize the school's concern for drug prevention and to identify prevention information that parents may need in assisting the school's efforts. Invite parents to volunteer to help, and consider training events or sessions for these volunteers to enable them to assist you effectively in your efforts, drawing on community resources if necessary.

It may also be possible for the children themselves to encourage their parents to become involved. For example, consider arranging for the children to make drug prevention presentations at a parent-teacher meeting.

- What scheduling difficulties should be taken into account?
- Is drug awareness education available for parents in the community?
- Can other community groups assist in promotion or advertising?

Most problems will occur in initially coordinating school, community, and programs and resources. The transition between talking and action is a key one. Providing for growth becomes the major concern.

One or more individuals to coordinate and channel the efforts into an overall coherent process or framework is vital to developing and sustaining momentum for the program as it gets started. This is where working with a team of committed individuals can be particularly beneficial, so that responsibilities and tasks can be shared.

The overall purpose of the program is to encourage and support drug prevention. The nature of the program itself will depend on the needs of your individual community, and on the resources and commitment available. Assessing these needs and creating a working group provide for growth of the program.

Keep in mind that the same person/group does not need to initiate and organize every project or activity.

Creating a Working Group

Effective drug prevention programs rely on a long-term commitment. One or more persons who are willing to become involved over the long term to coordinate, maintain communication so that information is shared, and see that feedback is received by the appropriate people will provide a solid foundation. This person or core group ensures the sharing and celebrating of success regularly, as well as the sharing of problems and experiences to support each other. Maintaining the momentum of the efforts and recognizing and supporting positive input is a key consideration.

Initial Group Membership

Having decided there is a need or needs within your school/community for active prevention programs, and armed with an understanding of the school and community, the first step in assessing these needs is to identify interested teachers and administrators within the school. Although the working group for any given program may change, a core group that is willing to undertake a commitment to supporting prevention efforts ensures the continuation of efforts beyond the initial program.

Meetings go through several phases. In the first phase, members of the group socialize and find out what's new. In the second, the group discusses why they have gathered and what they hope to do about their concern. During the third phase, members consider what structure they will use to work on the task at hand (discussion, brainstorm, small group work, etc.). In the fourth, the real work begins. The group tries to accomplish what it has gathered for. In the final phase, the group closes the meeting (summarizes, recommends action or decides what to do next).

Groups which do not have a clear understanding of what they hope to address or how they want to approach the task may go back and forth between different phases.

Yoast, 1989.

You will also find that your efforts are most successful when they relate to and build upon the strengths and interests of the people involved in your prevention initiative. Although strengths and interests alone should not create a program when the need for the program is not evident, when all else is equal these two factors will go a long way in sustaining your activities.

Prevention Plus II, 1989.

The planning group needs individuals with:

- A commitment to drug prevention in the upper elementary grades
- A willingness to work, attend meetings, carry out tasks, and come up with ideas
- An ability to contribute different kinds of knowledge, experience, and skills
- A comfort level in working with others
- Time, energy, and enthusiasm to share
- Adaptability and openness to change as new challenges come along or new needs are identified (Adapted from Yoast, 1989)

Expanding the Group

Consider individuals from the following sectors of the community who may be interested and willing to become involved in prevention efforts for the children:

- School personnel
- Parent
- People with expertise – health care workers, police, other professionals
- Caring community members
- People who influence others – either because they are respected for their opinions, or because of their public profile
- Business persons from the community – this may depend on the nature of the program you undertake
- High school students – particularly if they have been involved in peer education programs or leadership programs
- Health and social services agencies
- Municipal planners, community leaders
- Parks and recreation personnel
- Media people – newspaper, radio, or TV
- Church groups

You may have specific roles for these individuals in mind or you may wish to have them decide their role within the framework of the program and its needs.

Building on Strengths

Begin with a long-term commitment to the issues and problems, and a belief in each person's ability. Working together to make a positive contribution is a series of small steps, with each step building on and supporting the other. These steps can orchestrate the efforts of all to result in a positive, cumulative effect. Such a commitment offers an exciting challenge when there is a sincere concern for providing a healthy environment for young people.

As you talk with people about your concerns and listen to theirs, some may indicate an interest, but are not immediately available. Some may be interested, but not in a given type of program. Keep their names on your list, as they can be approached at a later date or for another project.

Providing Information on Drug Prevention

While it is true that everyone can contribute to drug prevention, and not everyone need be an "expert" in the field, one or more information sessions on some of the issues will foster a basic understanding about drug prevention. These can help ensure that contributions to drug prevention efforts work together rather than in contradiction. Consider:

- Information sessions on prevention strategies in health promotion
- Specific information on drugs
- Information on the impact of drugs in your own community
- Building self-esteem, and why it is important

Sharing a common understanding of the issues means greater potential for children to receive a common message from those involved in any program and helps ensure the success of the program.

Assessing Needs

This is really a two-part process. Initially it involves developing a shared vision of drug prevention with the community. This means discussing the important issues and ideas, and thinking about and talking about ways of making changes. Secondly, determine which of the ideas generated will be the priority or priorities that will be acted upon. (See also *Needs Assessment* in *Appendix: Other Practical Guides*, p.123.)

Needs assessment is the part of the planning process that answers the question, "What kinds of alcohol and other drug problem does the community need to address?" The answer to the question is not always obvious. Goals are not identical in every community, and pursuing the wrong goal at the wrong time can lead to wasted effort. A needs assessment provides the information for prioritizing prevention goals according to the unique circumstances of each community.

Prevention Plus II, 1989.

Partnerships should spring from real needs and not have to search for needs to fill.

Audience

In assessing needs, defining the audience and the target group for your program is crucial. Drug prevention programs at the grade 4 to 6 level have the following audiences:

1. Primary Audience – the children themselves.
2. Secondary Audience – those who influence the children. These may include parents, teachers, children's media, peers, and others in the community.
3. Tertiary Audience – people who influence drug prevention programs and policies – policy makers, health and education officials, government authorities, and the community itself.

Target group

A program may choose to address the primary or secondary audience, or selected members of this audience. When the targeted group is a secondary audience – parents, for example – the expectation is that the program will then have an effect on the children.

Primary and secondary audiences are the target groups of the programs in this manual. Tertiary groups are affected directly and indirectly by these programs. Their role, however, may be best considered in terms of allowing the program to happen in the first place, legitimizing the program, bringing about change, and serving as a resource for other audiences.

Developing a Shared Vision

Developing a shared vision of drug prevention with the community is important. For elementary schools, drug prevention is in active concert with health promotion.

You may or may not have a clear idea of what you would like to see in place for the children and the community. This may be quite different to the views of other concerned individuals. Ideas shared create a collaborative effort that provides for a positive and enriching environment for all.

Finding a way to build and develop a shared vision for the school and community in any prevention effort means each person involved should see themselves as learners in the process. Listening to each other and asking questions in an atmosphere of trust not only builds unity, it also provides for consensus on what constitutes an effective drug prevention program.

The following are suggestions for developing a shared vision:

Brainstorming is a powerful tool for generating a great number and variety of ideas. Armed with these ideas, you can then begin to focus your efforts. All ideas are relevant at this brainstorming stage:

- Set a time limit and stick to it.
- Have lots of writing material on hand. Consider using a flipchart or chalkboard.
- Reserve judgement on all ideas during the session – anything goes.
- All ideas are respected. Personal observations and comments by group members should be kept to a minimum.
- Don't hold back. Say all ideas aloud, and have one of the group write them down.

You may need to get things going by asking a general question,or by prompting the group through posing questions based on the information gathered about the present situation in the school and the community.

For example:

- What would the school be like if perfect prevention programs were in place?
- How do children get along in the playground?
- Do adults and children generally respect and care about each other's needs and interests?

With the children you may want to ask questions like:

- What would they like to see in their school/community that they do not presently see?
- Perhaps they will express a need for extracurricular activities. Perhaps they will share their concerns about how to tell the bigger kids that they are not interested in becoming involved with tobacco or alcohol. Perhaps they are concerned about mixed messages they are receiving about drugs and alcohol.

These are just some of the issues that might be raised. These may serve to give a focus for where to concentrate prevention efforts in the immediate future.

Drug use by young people is not a 'school' problem, its a community problem, which means to solve it, there has to be community support for whatever a school tries to do.

Elementary School Principal.

No single formula can replace the often difficult process of deciding which prevention needs should be addressed first and which can be addressed at some future date.

With the individuals identified as willing to help you may want to ask:

- What would they like to see in their school/community that they do not presently see?
- What would they like to see improved, expanded or built upon?

Such sessions serve to give focus to developing ideas, and can also serve to suggest to individuals whether or not their interests and commitment are in keeping with the interests and commitment of the group as a whole.

Consider inviting input from existing groups, such as the teaching staff at the school, the Parent and Teacher/Home and School Association, local scouting or guiding groups, church groups, business groups, or other groups within the community.

- Informal and formal discussions or conversations with teachers, parents, students, and community members can serve to highlight the needs and concerns of the community.
- Develop a questionnaire for distribution to the different sectors of the community. This can reach individuals who might otherwise not be reached.

Building needs assessment around some of the components of effective prevention, and around interests of the targeted group, is a constructive way to generate a needs assessment questionnaire.

Remember to consider and include what you have already learned from the demographic data, the information from others who share your concern, and the opinions and interests of the children themselves.

The more strategies employed by all segments of the communities in the child's life, the greater the potential for positive impact in this effort.

At this stage, the list of ideas should be extensive. It is time to narrow it down to workable, attainable ideas.

Selecting the Priority Issues

The core group can now consider each idea in the light of the following questions:

- What do the various members think of it? If it is an idea that no one can develop a commitment to, then it is difficult to work with no matter how "good" an idea. Consider breaking the idea into smaller portions.

- What is needed to bring about this change in terms of knowledge, attitudes, resources, and skills?
- Are there the human and financial resources available to make this idea work? Is it possible to raise funds to cover the financial concerns?
- Is the project feasible for this community, and can it be done in a reasonable amount of time?
- Are there other groups within the community who are working in related areas?

Community groups	**Questions to Answer**
Service clubs	What are they doing?
Volunteer organizations	How is it going?
Existing drug and alcohol programs	Which strategies are effective? Are the programs effective?
Recreation departments	Who do they reach?
Schools (reinforcement is good, duplication is unnecessary)	Who do they not reach? Could all collaborate?
Police campaigns and prevention services	What existing materials, programs, and facilities are available?
Churches	
Local media	
Hospitals	
Libraries	
Government agencies	
Other agencies	

Create a master file or directory of organizations working on projects which includes:

Names
Resources used and needed
Target group
Projects, present and past
Any other pertinent information

Keeping accurate records for later reference is an invaluable tool.

Effective strategies have to become part of the day-to-day life of the school.

Inclusion is an ongoing process. Rarely are all groups included in the initial planning, and anytime is the right time to reach out to new groups. It is not necessary for every person to work on every project. One of the beauties of a community coalition is that every person or group brings different skills, interests, and perspectives to the shared vision. What is necessary, however, is that each person or group be informed, feel included, and have a sense of ownership of all projects.

Future By Design, 1991.

The strengths and successes of positive community prevention is in linking resources, finding common ground, and realizing each person has a role to play in drug prevention. A school-based group can increase its effectiveness by:

- Developing and setting realistic and attainable goals
- Recognizing and doing what they do best
- Being aware of what others do, and supporting and building upon this and working with others, rather than in opposition to them
- Combining resources with others whenever and wherever possible

There are real benefits to starting with small, attainable ideals or programs, while keeping in mind the long-term expectations and ideals.

The more programs that support and complement each other, the greater the potential for positive impact.

Approval and Support

Seek out those individuals in the school and community who can offer support to your endeavours in terms of "legitimizing" your efforts. Their backing is necessary for your program or project to succeed. Who these people are differs for each community, but they often include community leaders or respected individuals within the community.

These legitimizers do not always have a formal role but are the "opinion leaders," whose ideas are respected by others. Ultimately, it is the people who are involved with you in the program, together with the target group, who legitimize your idea. However, before the program idea progresses very far, it is wise to get the "stamp of approval" from key people or groups. (*Healthy Communities: The Process*, 1989)

At any point in the planning, it may also be necessary to get permission for general or specific tasks or procedures. Each school and community will have its own system and requirements already in place. There are a few things to consider as a check list when seeking permission or approval. Have answers to questions like:

- What are the benefits to all concerned, including those whose permission is required?
- How do the challenges and opportunities reflect the mission or mandate of the endorsing body?
- What is required for the program? (financial concerns, number of people involved and required, material resources)

- Is there a clear idea in terms of needs, possibilities, and potential problems to implementation? (This offers credibility and reduces concerns which might prevent approval or permission.)

Keeping communication channels open is vital in your drug prevention efforts.

Action Planning

Getting Started

Assess your efforts to date and determine what to work with in the immediate future. One meeting can usually see a group past this stage and into the actual action stage.

In choosing ideas to work with, consider the following:

- Start with something that generates a lot of enthusiasm.
- Start with something for which there are available resources, human as well as material.
- Start with something that has a high potential for success.
- Do what is realistic and attainable given the human and financial resources available.
- Establish a time line for task completion.
- Establish the means to provide feedback to the appropriate individuals or groups.

Majority group acceptance, through a show of hands or a similar indication, is an important part of the process.

Having selected one or more projects/programs, it is also important for all to:

- Renew their commitment.
- Maintain positive attitude and energy.
- Work with others rather than in opposition to them.
- Define specific objectives or goals for each project. There may be one or more objectives, depending on the nature of the project, and these objectives can serve to focus the evaluation of the program.
- Discuss openly concerns and obstacles as they may arise.

In the planning process, the answer to the question, "What resources does the program need to achieve the objectives?" must be based on the process of setting objectives. The objectives determine the resources necessary and not vice versa.

Factor the age, sex, culture and socioeconomic status of the youth you are targeting into your strategy choices as well. Research has determined that there is no single best approach for all groups. Providing a comprehensive prevention initiative, as opposed to a single prevention program, has the added advantage of meeting the needs of a wider audience and accommodating a greater number of the factors that are necessary for a prevention effort to be successful.

Prevention Plus II, 1989.

Developing an Action Plan

At each step, all those involved should be part of the process and be free to express their concerns and opinions. You must be willing to deal with the unexpected.

Step 1

You need guidelines and a focus during the action planning stage. This stage involves the process of defining and developing steps to get from where you are to where you want to be. In this process, you are determining what is to come, and you are allowing for modifying, improving, and adding to the original plan as you go. The task is to define the steps, which in turn will answer important questions:

Description of the problem or need.

- What is needed?
- What are the needs the program will address?

Description of the desired outcome.

- What should happen?

Description of methods to be used.

- How can it happen?

Activities and tasks required.

- What is needed?

Implementation time line.

- When will it happen?
- How long will it take?

Assessment procedures.

- How is progress checked?

Description of available resources.

- What are the financial, material, and human resources?

Evaluation.

- How can you tell if anything happens?
- Was the process efficient?

From this general description, you can be more efficient and complete in identifying what, when, where, how, who, and to what extent. This provides for developing a written action statement, which outlines your plan for action.

Action Plan Outline

Statement of major goal	Use a specific statement of overall intent.
Statement of need/basic values	State need and values addressed.
Define who is addressed	Target group may be the children themselves, or may be the teachers, parents, or other community members
Objectives - specific intent statements, related to the program itself	Use concise statements of expectations for the particular program/project.
Roles, tasks, time lines, and responsibilities	Ensure that all know who is responsible for what, and when tasks need to be completed.
Identify potential obstacles	Consider contingencies for dealing with barriers.
Evaluation • Evaluate the process • Evaluate the outcome	This may be general, and may be modified when the program is underway. Remember to evaluate what happened, as well as what did not happen.
Budget and other resources needed, required	Consider what is available, and ways to address the difference between what you have and what you need, in terms of finances and material. Stick to your budget.
Where, when, and for how long	Outline the venue for the program, when it will take place, and how long or how often it runs.
Publicity – to launch and maintain the program and announce its success	Consider what is appropriate and how it will be done.
Record keeping	Keep accurate and dated records of procedures and useful information.
Provide for liaison with other groups	This enables you to share ideas resources and builds positive relationships.

To specify objectives, first write down the general goals. Then list possible indicators of goal achievement. Indicators are specific and observable changes in attitudes, knowledge, or behavior linked to goal achievement. Select the best indicators based on their significance and relevance to the target group, their importance to decision makers, the ease with which they can be measured, and your program's ability to have an impact on them. Translate the indicators into measurable objectives.

Adapted from Moberg, 1984.

The evaluation process begins before the prevention program is underway. Organizers of the program should determine what information they must collect, store, and analyze for evaluation purposes. If this selection does not occur in planning, the information may be unavailable when it is needed.

Evaluate each step, decide the goal for the next step, plan a way to achieve this goal, and finally act. At each step or stage of the plan, go through this evaluation/action process.

Step 2

Review this plan with relevant groups and individuals.

Step 3

Finalize the plan with relevant groups and individuals.

With all this in place, you are now ready to launch your program.

Using Evaluation

Evaluating your program is an important component of any program development effort. There are several reasons to evaluate your prevention program:

- To enable all concerned to see what they are accomplishing as they work on the plan
- To keep the program and the group on track
- To provide for adjusting and modifying the program as you proceed
- To use this information for present and future plans and directions
- To provide credibility to your program, particularly if a new venture
- To serve as a encouragement for others to become involved
- Sharing successful ideas and approaches offers other groups a valuable resource to guide them
- To justify present and future funding and other resource needs
- To recognize and celebrate successes

What to Include in Your Evaluation

Informal evaluation will be ongoing throughout the entire program development and implementation as decisions are made and plans are modified. Formal evaluation of the program is also important. Either way, evaluation works best when it is an integral part of your efforts, and is therefore ongoing.

Assessment is basically about asking the right questions.

Simple informal summary evaluations can be of great benefit when undertaking small, single projects. New or extensive programs may need a more detailed formal evaluation. It is important to communicate the successes to the stakeholders in terms of process and outcome.

Process evaluation focuses on effort. The quantity and quality of activity which takes place is assessed regardless of effectiveness. The focus is on inputs and measures the program's capacity for success and documents the level of activity. This approach which attempts to measure effort is known as "program monitoring."

Outcome evaluation examines the attainment of the program objectives. Attaining satisfactory outcomes is the primary or ultimate reason that programs are established and thus deserve attention in program evaluation.

Efficiency may also be looked at as part of an outcome evaluation. This involves the consideration of alternative strategies for minimizing costs (effort) while maximizing outcome. The question posed is:

> Could the same level of outcome be accomplished at less cost in terms of money, time, personnel, and recipient time and energy?

Whether the evaluation is formal or informal, the following are considerations:

What did you learn from the process?

- Recognizing what you learned helps you focus on the pertinent questions more openly.

Did you accomplish the objectives?

- If yes, is there any reason to change them or add to them in the future?
- If no, what can you change?

Evaluations should be interactive with the community and constituencies, starting with design and continuing through implementation and completion. Evaluation must be an ongoing, dynamic process that includes feedback to the program personnel and the community members.

Were the selected activities/strategies the best way of achieving your objectives?

- If yes, were there other equally useful ways?
- If no, what change would you make?

Who benefited and in what way?

- Did you reach the audience you intended?
- Were there others who benefited? How did they benefit?

Were there any other benefits that were unexpected?

- If yes, is there a way of incorporating these outcomes in future plans?

Were resources (people, time, and funding) used efficiently?

- If yes, define in what way.
- If no, what would have helped?

What were the strengths?

- Recognizing and celebrating these is important.

What other strengths would you like to see?

- Brainstorming other strengths that may contribute to future efforts offers other avenues to explore.

What would you change?

- This may be general or specific, and may include changes to incorporate things that did not happen, as well as changes to what did happen.

If You Need Statistical Information

In addition to those suggested above, you may want to consider the following questions in gathering statistical information:

- How many participated in the activity or program? (What does this tell you about your program?)
- How many were involved in planning and in implementation? (Together with the number of participants, this tells you the total number of individuals directly involved in the program.)
- How many participants remained in the program for its duration? (What does this tell you about the effectiveness or appropriateness of the program over time?)

- Did the numbers change as the program progressed? (Increases can be celebrated, decreases can be addressed.)
- What are specific things that participants liked about the program? (Are these likes the same for all or is there great variety?)
- What are some specific suggestions for change? (Are these changes suggested consistent in number and in kind?)
- Did the participants demonstrate changes in behaviour, attitude, skill or knowledge as a result of the program? (How will this be measured?)

Share Your Successes

Sharing can take several forms and can include the following community members:

- The media, to publicize your project
- Local school board
- Other local schools
- Parent and teacher groups
- Drug Dependency Services (see addresses in *Appendix*)
- Other interested organizations
- Business groups

Celebrate Your Efforts

This can include:

- Giving awards (these can be serious or humorous)
- Sharing the results of the project
- Planning a celebration for all who participated
- Using an event to acknowledge contributors, volunteers and staff as well as community support in general

The evaluation of a prevention effort should be practical and meaningful to the partnership members as well as the community which it serves. One means of reshaping perceptions of evaluation is through sharing the results with the community.

Prevention is a process - not a program and not a solution. To be effective, it must draw on all segments of the community.No 'solution' to a drug problem was bought prepackaged and preorganized. Each effective community prevention program is continuously developing, expanding, re-evaluating and refining itself, while renewing and revitalizing the partnership on which it rests.

Your Choice...Our Chance, 1989.

Follow-up

Below are questions that follow directly from the evaluation process, and serve to rejuvenate and renew prevention efforts.

- Is there a need or interest for some sort of follow-up?
- If so, what can be done, or what is in place? What does this reveal about the program?
- If not, what are the reasons for no follow-up? What does this reveal about the program?
- Is there something in place to support the changes brought about by the program?
- If not, what is necessary to support these changes?
- If yes, is there anything to consider changing at this time?

Renewing

This cycle brings you back into the program planning stage where you may consider new programs and approaches or modifications to your current efforts. You have shared your success (the outcome and process of the program), celebrated your accomplishments and thanked all involved. You can now look at what is the new existing situation, which is different from supporting the changes brought about. Here you are looking at:

- Where are we now?
- Where do we go from here?

The answers to these questions bring you back into the program planning process. (*Healthy Communities: The Process*, 1989.)

PROGRAMS: PARTNERSHIPS IN ACTION

Background

Here you will find a series of programs revolving around particular themes, which are examples of partnerships in action. A similar layout has been maintained for each presentation. With this generic approach, every program can be easily accessed and readily adapted to the needs and resources of your individual situation.

Although each program follows a standard organization as outlined below, additional concerns or issues have been included within individual programs where required for clarity.

Throughout this series of programs, the term parent is used to include caregivers as well as parents. All referenced resources are found in *References and Resources*.

Summary
The summary provides an overview of the concept and approach.

Objectives
Objectives for the program highlight its purpose and potential. They also provide a framework for you to build your own programs.

Why
This section outlines the rationale for the program as it relates to drug prevention.

What Is Needed: Initial Concerns
This offers suggestions on considerations that will need attention in the early stages of the program.

How to Proceed
Suggestions and procedures for developing and maintaining the program are offered in this section.

Anticipated Outcomes
The anticipated benefits are outlined and offer you a basis for evaluating the success of the program.

Related Activities
This sections offers ideas and suggestions for developing programs and projects with a similar theme.

> Group resources are stronger than individual resources ... Perhaps by building and nurturing broadly-based coalitions that are committed to promoting children's health and safety we can rid ourselves of inertia, doubt and political disinclination that have hitherto held us back and tap into the growing pool of new knowledge and expertise in this challenging field. Only by doing so will we be able to move comprehensive school health education up the agenda, and substance abuse out of the lifestyles of Canada's young people.
>
> *Vertinsky, 1989.*

ADOPT-A-SCHOOL INITIATIVE:
IN BUSINESS FOR DRUG PREVENTION

Summary

These partnerships provide an opportunity for the business community to become a partner with the school to help develop drug prevention programs for the children. Businesses select their own level of participation in the school's overall prevention plan. This partnership enables the school to provide a comprehensive approach to drug education for the benefit of the children. Specific opportunities for schools and business to work together are outlined. Roles and responsibilities evolve from the nature of the individual projects.

Objectives

- To increase the number of drug prevention activities available to the children
- To afford high visibility and enhanced community relations for the school
- To afford high visibility and enhanced community relations for the business or organization
- To secure a source of renewable resources for school projects or activities
- To develop a sustained link with a community business or organization/agency

Why

A partnership provides positive opportunities and benefits for the school and business alike.

The key advantage for the school lies in the "adoption" process itself, which ensures an ongoing commitment from the business/organization to the school's drug prevention efforts.

Other benefits for the school include:

- New avenues of access to human, financial, or material resources
- Potential for tapping into expertise not normally available to the school
- Unique and interesting projects that result from such a partnership

Success depends on cooperation, consultation and a shared educational vision among partners. Corporate strategy should include an education strategy which has three key elements. First, business and education partners should develop a common vision of joint goals, be committed and respect one another. Second, resources – especially human resources – should be committed. Senior executives should empower their employees to become involved because their experience, expertise and ideas will make the difference. Third, there should be effective communication and promotion of goals to all shareholders.

Lacey, 1990.

- New potential for teacher training/workshops; donations or development of materials for schools; availability of equipment or space for use in particular project

Benefits for the business/organization include:

- Demonstration of good corporate citizenship, which develops positive public and community relations
- An avenue for already motivated employees to become involved in worthwhile projects
- Potential advertising opportunities for the business to reach parents and school personnel
- An opportunity for community organizations to increase their activities within their mandate
- Opportunity for business to make a positive impact on present drug problems within the community

What Is Needed: Initial Concerns

The following section outlines a formal procedure for building partnerships between school and business.

It may not always be necessary or indeed advisable to proceed in such a formal manner. For example, a parent of one of the children owns a business within the community. S/he hears of a proposed prevention activity from her/his child and expresses interest in becoming involved as a business. There are many such examples by which partnerships can be developed in informal and equally beneficial ways. Modifying the following procedure to suit the individual needs of the school and the business provides for healthy partnership development.

Regardless of the procedure you adopt, be sensitive to the product, services, market, and practices of the business approached. To be an acceptable partnership to parents, the community, and the school, the normal activities of the business cannot appear to be engaging in the promotion of risk behaviours as opposed to neutral or "healthy" behaviours.

- The initiative for such a program generally comes from the school.
- A **Needs Assessment** (see *Assessing Needs*, p.41 and *Appendix*, p.123), incorporating the views and opinions of the teachers, parents,

and children, provides a basic "working list of ideas" from which a sense of direction and interest can be developed.

- Create an **Initial Planning Committee** within the school, with the purpose of developing reasonable and attainable goals and expectations for the school's contribution to the partnership. The committee comprises the principal, who becomes the **school representative**; a teacher, who becomes the **school coordinator** for the program; and other members who may include teachers, parents, school administrators and, school board members.
- This committee draws up a list of potential projects, activities, and programs from the many programs or activities that make up the school's total drug prevention plan. It is from this list that the school and business together select one activity or program to initialize the partnership.
- The process of bringing the school and business together can be greatly assisted through the **partnership facilitator**. This appointed individual's sole responsibility is to bring school and business together and facilitate the process of developing a partnership. This person, who may or may not be school personnel, serves as a catalyst in bringing the school and business together, and maintains a "neutral" role.

How to Proceed

- The **partnership facilitator** becomes familiar with the needs, resources, and special interests of the school and makes a tentative match with a business.
- The **partnership facilitator** arranges a meeting between the **school representative** and the **business/organization representative**. She or he presents an outline of requirements and responsibilities, mutual benefits and expectations, together with one or more examples of successful partnerships. With this information, the school and the business determine whether there is opportunity for a partnership, and if so, they make a commitment in general terms to explore the issues further.
- For this to proceed to the next stage, both parties express a willingness to work together, to set priorities in line with resources available within the partnership plan, and to establish realistic time lines for component completion. Together they outline realistic expectations for the program.

- The school planning committee and representatives from the business form a **partnership planning committee**.
- This **partnership planning committee** develops a shared vision of the process, defines long- and short-term goals and objectives, and outlines strategies for action in keeping with the needs of the children and the resources available. Roles and responsibilities for both school and business/organization become clearly defined, and a monitoring and evaluating process is established.
- Acknowledge and share your success with all who have a vested interest. This may include the community at large, other schools, parents, teachers, and the business community. Not only does this foster healthy relationships, it also offers incentives to others to become actively involved.

  (Adapted from: *Focus 2000: Business-Education Partnerships. Your Planning Process Guide*, 1990.)

Anticipated Outcomes

- Initiated and completed drug prevention projects are expanded.
- Human, financial, or material resources available for the drug prevention efforts of the school are enhanced.
- Greater potential and opportunities are afforded for more children, teachers, and community members to be involved in drug prevention activities through the school.
- Successful projects encourage more partnerships within the school district.
- More community members have an opportunity to become part of the solution to drug problems.
- The potential for positive changes in attitudes, skills, knowledge, and behaviours is enhanced for all sectors involved in the partnership.
- The development of healthier communities creates environments where prevention efforts are supported.

See *Using Evaluation* (p.50) for ideas on producing data you may need for accountability, to justify time and expense, to demonstrate success of the program, and to demonstrate the benefits for children and others involved.

Remember to find creative ways to recognize the special contributions of all partners.

Related Activities

Sponsorship Possibilities

Businesses can sponsor:

- Awareness, education, or training seminars or workshops for parents, volunteers, teachers, and children
- Achievement awards
- Drug prevention activities
- Drug prevention promotions: buttons, pins, pencils, posters, awards, and/or T-shirts
- The development of a book or resource package of fun activities that promotes a healthy lifestyle without drugs
- The development of an information booklet or package of drug prevention information for parents, children, or business
- Workshops in specific areas, perhaps involving parents together with their children

Education Possibilities

Businesses can offer or support:

- Guest speakers – local businesses may have individuals who can come and talk with the children, for example, pharmacists, medical laboratory personnel, advertising personnel, community leaders, decision makers, and any others specific to the community
- Resource materials for teachers, children, and parents
- Training for teachers and children on public speaking, or presenting information effectively to get messages across
- A leadership program for children, or activities that promote and encourage leadership skill development
- Professional development opportunities for teachers to assist in their prevention efforts
- Seminars and workshops for teachers, parents, administrators, or children on a variety of skills and information related to drug prevention

Donation Possibilities

Businesses can donate:

- Funds for specified activities or items to be used in drug prevention activities
- Scrap materials for creating posters, collages, information notices, and so on
- Reading material related to drug prevention for teachers, parents, and children
- Equipment and supplies to supplement the drug prevention component of the curriculum
- Space in company newsletters, information boards, newspapers, or other business and public outreach facilities to display children's work, drug prevention information, requests for specific needs, and advertising activities
- Facilities or space to hold meetings, to provide a service, or to create a place for a specific activity
- Awards for various projects or contests the children may undertake

Opportunities

Businesses can create opportunities:

- For employees to volunteer their time and expertise
- For employees to take time from their work to provide a presentation, a workshop, or a specific activity for schools. These may be for teachers as well as for children
- For children to experience hands-on activities that encourage healthy leisure pursuits or foster goal development
- For teachers and children to get to know the businesses within the community and to build positive relationships among the various sectors of the community

Adopt-a-Class

A business adopts a class in the school for the duration of the school year. Volunteers from the business, together with the class, decide on which activities or projects to undertake during the year. These activities or projects may include field trips, lectures, or workshops with a prevention theme. Ideally the volunteer(s) and the class meet at least once a month. Regular meetings provide for continuity and sustain interest in the program.

ACTION TEAMS:
BUILDING COMMUNITY WITHIN THE SCHOOL

Summary

Action teams within the school are comprised of children from different grades working together, under the supervision of one or more faculty advisors. These teams work together to develop community and a sense of pride within the school environment. Action teams can undertake to be responsible for improvements to school appearance, to form welcome groups for children new to the school, to work with environmental concerns within the school, to provide helping hands for younger grades, to form drug awareness teams, or any number of such activities.

With active and purposeful involvement, school spirit is increased, positive relationships among the children and staff grow, and a healthy school environment is nurtured. Developing responsibility, building relationships, and offering fun choices are all part of effective drug prevention, and are integral components of action teams.

Objectives

- To develop in the children a sense of pride and ownership within the school community
- To foster responsibility and healthy choices in keeping with drug prevention strategies
- To encourage and support children as they develop a variety of relationships within the school
- To provide an environment that supports and encourages the learning and the development of healthy attitudes
- To nurture respect for others

Why

A school where children are involved in planning and maintaining a healthy learning environment encourages responsibility and awareness of others' needs. It also builds a sense of purpose and self-worth as the children contribute in a positive way to their environment. Working with teachers and peers both inside and outside the classroom helps children learn how to interact in a variety of ways.

> The reverse process of participation is alienation, the lack of bonding of social institutions like the family, the school, and the community, a process that has consistently been identified in study after study as a major risk factor for involvement in alcohol and other drugs.
>
> The challenge clearly for these social institutions – and especially for the schools – is to engage youth by providing them opportunities to participate in meaningful, valued activities and roles – those involving problem-solving, decision-making, planning, goal-setting, helping others.
>
> *Bernard, 1991.*

Opportunities to experience pride, responsibility, and ownership in seeing tasks through are important in supporting strength-developing factors. (See *Strength-Developing Factors within the Environment*, p.22.) Opportunities to develop and practise skills are key to the development of resiliency. Children are afforded the chance to work with others for a shared purpose, as they solve problems and develop social skills within a relatively autonomous group.

What Is Needed

- One or more school personnel with enthusiasm and energy, become "faculty advisors."
- Children from grades 4 to 6 serve in leadership roles for the team. Encourage but do not require involvement, and be inclusive rather than exclusive when teams are being formed.
- Brainstorming sessions can be held to establish specific interests, needs, and what can be realistically accomplished.
- Depending on the projects, funding may be necessary to see it through.

The necessary components are now in place to create an active team or teams for health in your school.

How to Proceed

Arrange a meeting to set priorities and establish commitment.

With priorities set, each person involved can be assigned roles and responsibilities. It is worthwhile to involve the children directly in determining these, and in attempting to solve such problems as "who does the chores that no one wants to do." Sharing or trading responsibilities over time are constructive ways to deal with this, and given the opportunity, the children will have other problem-solving strategies to offer.

Determine what else is needed in terms of resources, and decide if permission or approval is necessary before proceeding. Some tasks may already be the responsibility of other school or school board staff. It is best to check before proceeding, since preventing problems is far easier than dealing with them afterwards.

Other parts of this manual offer many suggestions for getting projects going as well as considerations to keep in mind as you proceed. However, because you are in the role of faculty advisor when you work with children in developing action teams, additional considerations are important.

Plan on having regular meetings with each action team to discuss concerns and progress. Children, like adults, need to feel comfortable voicing their concerns. They also can be easily discouraged, and an important contribution you make to the action team is to nurture positive attitudes and interest, and to celebrate successes with the children.

Encourage the children to focus on identifiable goals that they feel they can accomplish. Some tasks or goals can readily be broken into a series of steps, each step being easily attainable for the children. Working through sequential steps provides more immediate positive feedback for the children, and helps them to maintain a focus as they see their efforts produce results.

A child may become committed to a team because a friend is a member as well as because s/he is interested in the activity. Watching for changes in either of these helps you support the child at all stages in the process. Being prepared to be supportive of the child as s/he works through conflict or changed interests provides an opportunity for you to suggest changes or ways to adapt situations if conflicts and concerns become too great. A child's commitment to the team is important, but a child who has lost interest or is unhappy may have more to offer another group and may stand to gain more by a change they feel happy about.

Review and evaluate actions on a regular basis, and determine which if any changes are necessary, and how to achieve them. Evaluating the program offers you a way to ensure its continuity.

Celebrate, share, and enjoy your successes with the whole school, parents, school boards, other schools, and the greater community.

The acknowledgement of the teams is important, as publicly validating their achievements and efforts gives further worth to their activities.

Anticipated Outcomes

- A school in which the children have ownership and responsibilities fosters a sense of community and offers a rich atmosphere for learning.
- Children develop responsibilities for themselves and others as they work together in a team with a common commitment.
- Children learn skills in interacting with others, as they build and develop healthy relationships with peers and with interested and trusted adults.
- As children develop positive interests and involvement in projects, they also develop a set of choices for healthy alternatives to drug use.
- Respect for others grows as children work together and become interdependent.
- Self-esteem is enhanced.

Related Activities

School Appearance Improvement Team

The action team undertakes to improve the appearance of the school. Possible tasks include:

- Designing posters and displays for hallways, doors, and open spaces
- Removing torn and outdated notices and posters
- Establishing and ensuring litter disposal among the children

Remember: Some features of the school's appearance are the responsibility of others, and the children cannot undertake such projects. Check with the appropriate authorities before embarking on any appearance improvement project.

The School Garden Team

A school garden has successfully been undertaken in a number of elementary schools employing varying degrees of sophistication. Climatic conditions in Nova Scotia preclude an outdoor garden, but an indoor school garden also offers a valuable learning experience for children. Find a space to install a large wooden "planter." Accept donations of lights, soil, seeds, and tools and involve the children in the planning and maintenance of the garden. Not only does this provide a valuable learning experience in itself for the children, it also offers a great many opportunities for expanding learning opportunities in math, health, language arts, science, and social studies. (See *School Garden Guidelines: How to Teach Children About Nutrition and the Environment.*)

Health Awareness Team (Health Week/Month Team)

During Drug Awareness Week, cancer month, heart month, and so on, this group designs and implements a variety of activities, presentations, displays, and challenges within the school, which increase awareness of drug issues. Through different but related health topics, the opportunity is provided to give consistency over time to the "**no-use**" message for the children.

Buddies Team

Buddies refers to an action team involved in welcoming and supporting children new to the school. These may include: recent immigrants who are joining a new culture as well as a new school; children whose first language is not the language of the school; children who move from the city to rural areas, and visa versa; children who move from other areas in the country; children who move from school across town. All these children have a need to feel they are supported and to feel they can belong. Older children working together with younger children in their classrooms, in the library, in the lunchroom, and so on, are further examples of these teams in action.

(See also *Peer Programs: Towards a Caring Environment*, p.102.)

Drug Awareness Team

Drug Awareness Week can mark the beginning of a year-long commitment by a team of children and their advisor(s) to increase awareness of relevant drug issues within the school. The aim of such a team is to foster and promote Drug Awareness Week activities, and to ensure ongoing drug awareness education for all members of the school community. This team also signals a commitment to drug prevention, which may result in favourable support and assistance from community groups and organizations as it provides an avenue for recognition of drug prevention efforts within the school. In turn, this facilitates initiating and sustaining partnerships between the school and the community.

(See also *Adopt-a-School: In Business for Drug Prevention*, p.57.)

Possible activities for a Drug Awareness Team include the following:

- Organizing a poster, poetry, or story contest, with drug prevention as a theme. The posters may be used subsequently to decorate the school providing for enhanced school appearance. Using posters in this way provides for the reinforcement of drug prevention messages, and encourages self-esteem in the children who see their efforts as contributing to the school. Poetry and stories may be published in a newsletter (see above) or in a separate book, which can become part of the school or class library, or sold to raise funds for drug prevention activities within the school.
- Print material and videos on drug issues are available. An action team may undertake to preview such material and make recommendations about which to use with their peers.
- Developing a newsletter or bulletin that deals specifically with drug prevention. This can focus on activities that encourage skill development, such as a series of problem scenarios and their possible solutions, word searches of positive healthy behaviours, or a focus on advertising.
- Writing and distributing a positive and encouraging "message for the day." Saving these throughout the year provides an opportunity to compile them into a booklet at the end of the year.
- Developing drug awareness material for use in class or at home. An example of this idea in action occurred when a major grocery store chain in Nova Scotia, together with the Nova Scotia Teacher's Union, cosponsored a week-end retreat devoted to the development of such material for use in schools. The participants were junior and senior high school students, and their contributions were published for distribution in grade 6 classrooms as *K.I.T. Keeping in Touch*. Drug awareness teams from several elementary schools may decide to take on a similar project together. Corporate, community, and parental support and involvement are necessary for such a venture.

  (See *K.I.T. Keeping in Touch, Level 6*. See also *Making a Difference: Curriculum Supplement*, Drug Dependency Services, 1992 for additional activities and suggestions.)

Linking with the Junior High

The transition from elementary to junior high school can be a vulnerable time for many children. Fitting in and adjusting to new peer groups may contribute additional pressure to experiment with alcohol and tobacco. A grade 6 Action Team that works together with their classmates at bridging the gap, provides a valuable resource in easing this transition. This Action Team can participate in the following ways:

- Survey their classmates to determine what they would like to find out about the junior high school.
- Assist in planning and promoting a day-long seminar towards the end of grade 6, where grade 6 children can learn about the junior high, and have their concerns and questions answered.
- Ideally this seminar day should be held at the junior high itself, where junior high students, teachers, administrators, and counsellors can address various aspects of junior high life, and the opportunities and options for healthy involvement in school life.
- These junior high personnel can provide accurate information about normal behaviour and expectations, including for example, the fact that most junior high students do not use alcohol or other drugs. They can also outline the expectations, and at the same time include the avenues of support and assistance available to students.
- If possible, engage the children in the seminar through small group interaction with the key personnel. The creation of a friendly, positive atmosphere is important. The Action Team members, who have had the opportunity to meet with junior high students and key personnel prior to the seminar to discuss the needs and expectations of the grade 6 group, can serve as the elementary children's group leaders during this time.
- In addition, it is helpful to introduce the grade 6 classes to members of the community who offer programs or services for students of the junior high, identifying and emphasizing the particular programs and services that carry over from the elementary school.
- The grade 6 group develops a familiarity with the junior high and the services available, and they also meet with junior high student leaders who serve as positive role models for them.

Newsletter Action Team

This action team involves a team of children working with their advisor to develop a school newsletter. This newsletter can be produced on a regular basis, and feature articles informing other children, teachers, and parents about what different groups are doing, what classes are working on, and so on. It can be as simple as a bulletin board notice with a "message for the day," or as complex as a monthly newsletter.

Partners with Seniors Team

Local senior citizen groups can offer valuable opportunities for children and seniors to interact. Possibilities include: inviting seniors to a special tea or presentation; inviting seniors to serve as a resource for projects on local history; children assisting with recreational activities in senior housing complexes; or children and seniors working together on projects and presentations. Both seniors and children stand to gain a great deal from the relationship.

Recognition Day Team

A team of children prepares for a "Recognition Day" to celebrate all the children who have been involved in action teams or other school activities. These Recognition Days can be held once a term, once a year, or as a particular need is indicated.

TEACHERS TOGETHER:
SUPPORT FOR EACH OTHER

Summary

Teachers who work together sharing ideas and concerns, and developing new strategies and possibilities, create a support system of caring individuals interested in the promotion of a healthy lifestyle that includes drug prevention for children. Beginning within the school, a network of care and sharing develops as ideas and concerns are exchanged, and resources are combined. This group can expand to include interested teachers and administrators from neighbouring elementary schools, and/or from junior and senior high schools.

Objectives

- To provide opportunities for teachers to discuss the issues surrounding drug prevention, and ways to incorporate drug prevention strategies into the day-to-day life of the class
- To provide a forum for new ideas and resources to develop and grow
- To develop a network of teachers extending and enriching the drug prevention curriculum
- To provide avenues for sharing information, resources, successes, and concerns
- To foster a system of support among teachers
- To provide avenues for publishing activities, suggestions, issues, and programs to share with teachers in other school districts
- To develop a range of learning opportunities for children, which build on each other, thereby strengthening the impact of drug prevention and eliminating repetition

Why

Teachers working together can provide for each other the support and encouragement needed to be effective promoters of drug prevention. Sometimes as teachers it is easy to feel somewhat isolated from others working for drug prevention, as most of the day is spent with children in the classroom. Everyone needs support for their efforts, an avenue to discuss concerns, and an opportunity to explore the issues. Any group of people who work together with a common goal, can provide a tremendous support for each other by creating a forum where these needs can be addressed.

Research tells us that the effective implementation of health education programs is often strongly related to the degree of involvement, commitment, and ownership of practitioners at various levels. Teachers must feel a sense of commitment to and ownership of the health education curricula that are sponsored by their schools. But this cannot occur unless they are equipped, not only with the tools and techniques of the trade, but with a positive attitude toward health education and a well-grounded philosophy on the desirability of adopting a healthy lifestyle ... Teacher interest in providing a healthy environment, teaching students about health and serving as healthy role models must be increased. No group is better placed to instruct young people on how to make healthy decisions.

Vertinsky, 1989.

What Is Needed: Initial Concerns

In talking with other teachers in an informal way about drug prevention, it can become clear that there is a need for a forum for teachers to share ideas and concerns, and to build support for each other's efforts.

How to Proceed

Having determined the needs and who the interested individuals are, arrange a time and place for meeting to discuss ideas and concerns.

At this meeting, brainstorm ideas, needs, interests, and concerns. As a group, use this generated information to establish the interests and needs of the group as a whole.

Some ideas include:

- Holding regular sessions where ideas can be shared and concerns aired. The group decides from the outset to establish ground rules that will keep the meeting constructive and ensure a positive tone. Ensure that timing, length of meetings, and meeting place all foster support.
- Arranging an in-service or workshop session, where each participant is asked to bring specific ideas that work or concerns that they would like to discuss. Perhaps it is decided to focus on a specific theme, for example "peer influence." Members contribute input from lessons and ideas developed and outline how concepts are incorporated into the day to day classroom life, as well as any obstacles encountered.
- Organizing an information session about current theories on drug prevention, current factual information on drugs and drug use, developing skills, attitudes, and values as they relate to drug prevention.
- Developing a questionnaire for other teachers, where they can express their needs and some of the issues they would like to see addressed.
- Hosting a potluck supper or lunch or some other social event where ideas and concerns can be expressed freely.

As a group you determine which idea or project to pursue, and how you intend to proceed.

Arrange for follow-up or continuing sessions as required, and invite ideas for discussion topics.

Provide for continued interest and support within the group and modify or supplement the approach as needed.

Keep a written record of the process of setting up the group. This provides for you to share your success and ideas with other schools.

Discussion of specific examples of activities used at each grade level ensures integration of drug prevention across the grade levels, as it provides for building directly on the prior experiences of the children. This helps minimize duplication.

Anticipated Outcomes

- A network and support develops among teachers, diminishing feelings of isolation.
- Ideas and concerns shared provide opportunities for a concerted approach to solving problems and trying new ventures.
- Teachers who develop among themselves a support system provide a demonstration of the possibilities to others and experience themselves the benefits of a group effort.
- Teachers who work together provide for schools that work together at drug prevention. This contributes positively to the children's experiences in relation to drug prevention.

Related Activities

Professional Development

Organizing a professional development session around the specific needs of the teachers in your school or school district, offers an opportunity for learning and support. For example, Drug Dependency Services, Nova Scotia Department of Health offers personnel and resources for professional development. For more information, contact your regional office, listed in the *Other Resources*.

Shared Ideas Forum

In addition to regular meetings where ideas are exchanged and discussed, consider offering a workshop where these ideas are shared with others. This can become a regular event, held once a year, or once a term. You may also want to include others in the community who have ideas to share: service groups, recreation departments, leisure groups, or boys and girls clubs.

Publishing and Publicity

Many teachers have creative ideas and strategies that are part of effective drug prevention. Teacher groups can provide an avenue for publishing these ideas and distributing them to others. Members can work together to write and to develop resources for themselves and others.

Speaker Support

Develop a network of individuals who can address specific topics and issues related to drug prevention for teachers. There are many individuals within any community willing to share their expertise. Becoming familiar with expertise among the parents of the children you teach, offers potential opportunities for you to learn as well as providing for ways to foster and build healthy relationships with parents.

Special Bulletin

A special bulletin for your group, for teachers in your school and for teachers in neighbourhood schools, offers you an opportunity to address some of the issues and share successes within the community. Alternatively, consider a column in a regular education publication as a means to share ideas. Such a column provides support for those teachers who may wish to attend regular meetings, but who may be unable to do so. It offers opportunities for others to see what can be accomplished, and it offers support for those who cannot be part of a group because of distance or other commitments.

FUN AND FITNESS:
ACTIVITIES WITH A DRUG PREVENTION THEME

Kids all over the world have their own ideas. Many of the ideas are good, and the kids have the ability.

Youth Leadership Forum Delegate.

Summary

Children are encouraged to participate in recreational physical activities. Such activities can offer children mental, physical, and social benefits. They help build positive feelings of self as well as encouraging healthy choices regarding drugs when combined with drug prevention themes. Family members are also encouraged to become part of the program, sharing in the fun while supporting the children's involvement.

Within the school a committee coordinates planning, publicizing, and organizing structured events, which can take place not only during school time on school property, but also at home and in the community. Use of community facilities and expertise is an integral component. Ongoing programs and special event days are part of the overall structure. Committee membership can include school staff, parents, recreation specialists and other community members.

Objectives

- To assist in encouraging and maintaining health promoting habits that discourage drug use
- To encourage family participation in health events
- To liaise with community recreation resources for ongoing support and expertise
- To foster positive feelings of self through involvement in physical activities with peers and the community

Why

Fun, health-promoting activities designed so all children of upper elementary age can be involved, provide positive possibilities for children to develop healthy lifestyles through offering alternatives and choices for free-time activities. These activities help reduce circumstances and behaviours that can lead to early first use of drugs, by providing for and encouraging children to develop behaviours consistent with healthy lifestyles. Children who have fun healthy possibilities to choose from are less likely to choose to use drugs as part of their lifestyle, and through their efforts and successes are more likely to develop positive feelings of self.

When community resources in the recreation field are tapped, doors are open to developing program partnerships as well as providing access to a greater number and variety of activities. Such partnerships help to foster creative ways to meet needs, and can lead to long-term liaisons.

What Is Needed: Initial Concerns

The school initiates an "Active Living Committee" whose goal is to encourage opportunities for participation in physical activity. Initial membership should include the physical education teacher, other school personnel, and parents.

This committee undertakes to:

- Assess the needs and interests of the children by surveying children, teachers, and parents
- Find out about the community resources and expertise available
- Obtain sponsorship for events or for any recognition awards required

How to Proceed

Committee members may choose to meet with the school board's physical education specialist/representative, local recreation department, and other groups such as the YMCA/YWCA to discuss ways of involving children in fun physical activities. Perhaps some of these individuals may be interested in joining the committee.

The committee should organize itself around a health promotion for drug awareness theme. Such a position helps in promoting drug prevention within a comprehensive health framework and also assists in encouraging broad-based participation and awareness of the need for such comprehensive strategies.

Actively involving children can result in arranging a "Just Do It Day," during which children identify all the places in their community where they can be physically active, and where they can increase their participation.

In one British Columbia school, a "Just Do It Day" led to children suggesting such activities as theme events, games, dance, fitness, gymnastics, sneaker days, challenge days, and weekly activity plans. The children then voted to determine the next step, and the result was the creation of a "Reach for the Sky" week.

The "Reach for the Sky" challenge for each class was for children, their families, and their teachers to climb "Mount Everest" by logging kilometres through jogging, walking, jumping, or cycling their way up Mount Everest. Local merchants were invited to sponsor "I climbed Mount Everest" awards for the challenge winners.

This activity was so successful that it led to monthly challenges organized by individual classrooms with the help of the active life committee. The children found ways to involve local senior citizens, parents, and community groups as participants, helpers, and organizers in these monthly events. Local businesses also offered support (recognition awards, T-shirts, buttons). The local recreation department offered days with special rates for children and their families, and provincial sport organizations offered organizational assistance.

The "Active Living Committee" also provided for each participant who successfully participated in an agreed upon number of events, to receive a T-shirt with a drug prevention logo, designed by the children. This involved some fundraising and setting up a matching fund with a local advisory group.

An end of year celebration included inducting award winners into the "Active Living Wall of Fame."

(Adapted from: *Healthy Schools: A Resource Guide for Teachers*, 1991.)

Anticipated Outcomes

- Greater variety and availability of fun physical activities promoting a healthy lifestyle and supporting drug prevention
- An increase in the number of community assisted school events centering on child participation in activities
- An increase in the number of children participating in regular physical activity
- Increased use of community recreation departments and agencies by children and their families, and by school personnel
- School personnel, together with children and their families, experience a successful community action project
- The school receives assistance and support in promoting and encouraging health-enhancing behaviours and lifestyles for the children

Related Activities

Activities Throughout the School Year

The experience of the British Columbia school described above is but one example of community resources assisting in health promotion and hence drug prevention through physical activity, where the program is primarily school based.

Any program or project of this sort offers an opportunity for a long-term commitment as it can be developed for implementation at the start of the school year, to continue throughout the year. This does require some planning beforehand, but the enthusiasm and spontaneous ideas and suggestions generated through the program itself can help shape the events throughout the year, and build a successful experience. The tie-in to drug prevention can be promoted in as many ways as there are activities and is a concrete way to demonstrate drug prevention in a comprehensive health promotion framework.

Small Group Projects

A particular group of children and school personnel may wish to concentrate on one specific objective or on a parallel project. In this case, select a specific realizable project goal and identify resources. Consider including individuals with coaching skills, service clubs who can provide funding for activities, or provincial sports organizations who can offer guidelines, clinics, and leadership. This can serve to initiate further recreation opportunities for the children, while promoting drug prevention through healthy, fun activities.

The School Challenge

A popular spring event in many communities, the corporate challenge, offers an opportunity for the school to involve the children and community in a fun and positive day(s). The corporate challenge involves a series of physical and skill challenging events conducted in a spirit of fun where volunteers form teams competing in such events as bed races.

This type of activity is readily adaptable for children and their families, and is a fun event that can revolve around a drug prevention theme. For schools, the corporate challenge event can simply be called the "Challenge."

To set up a typical "Challenge," consider the following steps:

- Determine a series of activities, and the time and place for the "Challenge." Remember to include contingency plans for inclement weather if hosting the event outdoors.
- Create teams that include children, their siblings, parents, and teachers.
- Promote the "Challenge" around a drug prevention theme.
- Consider charging a fee to adults who join a team. The purpose of the fee being, for example, to raise funds for the purchase of drug prevention material.
- Organizers and sponsors can be asked to lend equipment as well as to share their experience and expertise.
- Invite local community agencies or organizations to participate, either as team members or as individuals who serve in numerous ways, including judging and time keeping.
- Seek corporate donations of snacks, prizes or team T-shirts / hats with prevention logos.
- Consider having displays or other drug education material available at this family and community event.
- Keep a record of the planning process and the "Challenge" itself. Your success can readily become an annual event, and having such a record provides a valuable resource for you.

School-to-School Challenge

Children in one school may consider challenging children in another school in a physical activity project similar to that outlined above. This works best when the children in the challenging school determine themselves what it is they would like to develop into a project. Once this is determined, and the plan for implementation in place, a letter of challenge can go to the neighbouring school. Ensuring that the challenge remains positive and fun is the responsibility of the active life committee. Include in the challenge opportunities for the schools to develop a drug prevention theme for the events.

Role Models

Positive drug prevention messages directed to youth are often delivered by identified role models. One such program for youth employs sports team members aged 13-18 as role models for youth in their community. While this particular program targets older children, the concept can be adapted easily for elementary school children.

The *Keep Your Dreams Alive P.A.T.C.H. Program: Positive Action Teams Choosing Health* program involves young people who through their active involvement in amateur sports serve as potential positive role models. These positive community role models promote healthy choices in relation to drugs. Team players signal their commitment to a lifestyle without drugs by wearing a crest or "patch" on their team uniforms. These patches are provided by participating police departments or RCMP detachments. Teams who become involved in the *P.A.T.C.H.* program must have the support of their parents and coaches, and arrange to meet with a police officer to make a formal commitment to the program. When the team meets with the police officer, the officer makes a presentation about the program, and each participating team member signs a contract indicating her/his intentions not to use drugs while a member of the team.

The *P.A.T.C.H.* program can be modified for use by elementary schools as part of the school's health promotion plan. A version adapted for children in grades 4 to 6 may include the following:

- Team or club members agree to identify in some way their commitment to healthy choices for the grade 4 through 6 population and for the community. Healthy choices can be in the areas of nutrition, safety, involvement in community events, helping others, physical activity, and so on.
- The visible evidence of this commitment need not be a crest, but may take the form of banners, posters, or hand-outs.
- The formal commitment by the children may be ongoing or it may be time limited, for example, the duration of Drug Awareness Week, depending on the school's overall strategies for drug prevention.
- Parental support and encouragement, together with teacher and administrative supervision and encouragement, are needed to ensure that the program is recognized as one involving children as role models for children.

(See *Keep Your Dreams Alive P.A.T.C.H. Program: Positive Action Teams Choosing Health.*)

COMMUNITY PROGRAMS:
ACCESSING WHAT IS THERE

Summary

Children are often unaware of what the community has to offer in terms of information and support. Because the school is central to the life of the child, a school that is informed about existing age appropriate educational and support groups within the community, and that shares this information with the children, develops a valuable network of support for its drug prevention efforts. By becoming familiar with what already exists in the community the school creates and maintains a profile of these resources. This profile is updated regularly and the information is made available to the children, their parents/caregivers, and to school personnel in a number of ways. This resource and its use is directly supportive of a comprehensive health approach to drug prevention.

Objectives

- To offer a wide range of programs that encourage the child to make health-promoting choices
- To foster a supportive school and community relationship in drug prevention for the children
- To create within the school a way for children to access existing programs of interest and relevance to them
- To generate within the school a comprehensive resource package of groups within the community who offer support and informational activities in relation to drug prevention
- To provide for extending rather than duplicating programs in the school and community

Why

By being familiar with what is offered in the community, a school can direct children to a wide range of existing programs or events, and minimize duplication. Fostering healthy cooperation and involvement in existing programs demonstrates for the children the value of working together, as the school models support for community participation in a concrete manner. Because the school is central to the lives of the children, having such a resource available through the school means all children can become familiar with what is available for them in the community.

> In late childhood or pre-adolescence, ... the child must find activities and arenas that promise some measure of competence, since this is the time for sampling, discovering, and developing minimal skills in one area and then moving on to another. The child is not necessarily interested in commitment, loyalty or devotion. The value here is competence, not fidelity. The child must be able to say "I can if I want to," to have a solid base from which to launch into adolescence.
>
> *Getting It Together: Promoting Drug-Free Communities, 1991.*

At the same time, the school develops a network that serves to support their efforts in drug prevention and health promotion.

What Is Needed: Initial Concerns

- One or more school personnel, community members or parents who are willing to develop a resource profile of community groups and their activities that may be of interest or relevance to the children. (See *Assessing Needs*, p.41 for suggestions.)
- Ensuring updating of this resource profile can become the responsibility of these or other school personnel.
- Sensitivity to any membership requirements should be maintained. For example, a church or cultural group may be willing to open its activities to non members, but do not assume this is the case.
- Similarly, your sensitivity and respect for the religious and cultural concerns of the child and his or her family can prevent a potential mismatch between the child and a group-sponsored activity.

How to Proceed

Become familiar with local community groups and what they offer by:

- Surveying the children, their parents, and the school personnel
- Contacting local service organizations, church groups, cultural groups, Scouts and Guides, Boys and Girls Clubs, 4-H groups, recreation associations, and so on. Use the phone book or word of mouth to get started.
- Developing a resource profile. A community organization or agency may have produced a directory of services locally available. Check with local social planning groups or government agencies. A resource profile should contain the following information:

    Name of organization / group
    Location
    Time of activity / event / meeting
    Contact person
    What is offered
    Any costs involved
    Any supplies, uniforms, or materials needed
    Commitment required

Any restrictions or prerequisites (membership required, previous experience, age, and so on)

Someone who may be available to talk about the program or event

Provide means by which this resource profile to be updated on a regular basis.

Provide avenues for children to examine and consider these activities and groups. You can do this by:

- Offering a special assembly from time to time
- Inviting leaders or members of these programs to talk with the children
- Designing an advertisement or notice of these activities
- Sending notices to families to inform them of these options

The more ways you advertise a program, the more likely the impact.

The information you gather can help you decide what is needed but is not being offered at the present time. As well, the activities or groups in the resource profile may not be available to all children for any number of reasons including cost, location or times offered. This information can help in the development of programs that address the interests and needs of all of the children. Some such programs are suggested elsewhere in this manual.

Anticipated Outcomes

- Children have access to a broad spectrum of educational and support activities and the avenues to pursue them.
- The school and community groups develop a healthy relationship as they work together to provide for ways to encourage children's participation in a variety of programs.
- Children are encouraged to explore and adopt a healthy lifestyle.
- Schools and community groups develop new programs based on real need and not on perceived need, thus avoiding duplication.
- The "no use" message about drugs is reinforced and supported through a variety of avenues for the children.
- Parents' awareness of community based programs is increased.

Related Activities

Three examples of drug prevention resources for children, their families, and the community are outlined below.

Your Choice ... Our Chance

Your Choice ... Our Chance is designed to bring together schools, families, and communities in a working partnership to prevent early use and abuse of alcohol, tobacco, and other drugs by young people in grade five and six.

Ten classroom video programs and integral print materials are available for the children. Parents and interested community members may wish to view these videos. Their focus is on developing healthy behaviour and skills for drug prevention.

In addition, for parents and community members, there are three thirty-minute video programs as well as related print materials, including a community outreach handbook. The programs highlight successful and innovative strategies for drug prevention, using actual examples of successful programs and strategies implemented in real communities. These materials encourage and support community involvement in drug prevention.

Your Choice ... Our Chance was developed by the Agency for Instructional Technology and a consortium of 46 U.S. and Canadian education and addiction agencies, assisted by the Association for the Advancement of Health Education. The program has been distributed to elementary schools throughout the province. For further information on availability, contact the regional office of Drug Dependency Services, Department of Health.

Just For Me

Just For Me is a drug prevention program consisting of a video series with companion print materials aimed at children in grades two, three, and four. Along with classroom videos, a teacher's guide, facilitator's manual, and peer helper handbook, there are three parent videos accompanied by a parent guide and a parent workshop leader's manual.

These programs are designed to assist parents in improving and reinforcing effective knowledge, attitudes, skills and behaviour that will contribute to the prevention of drug use by their children. One goal of this program component is to assist parents in identifying and mobilizing community resources to support drug use prevention education.

This program is produced by The Agency for Instructional Technology, and the consortium which developed *Your Choice ... Our Chance* and is available in 1992–93. For further information contact the regional office of Drug Dependency Services, Department of Health.

Local Committees on Drug Awareness

These groups of community volunteers work in partnership with Drug Dependency Services to create community awareness around drug issues. Located in the communities throughout the province, Local Committees are comprised of community members of all walks who volunteer their time and energy to promote drug awareness and, equally as important, encourage and enable their communities to take action on drug issues.

Local Committees on Drug Awareness typically offer their communities many different programs and services, from sponsorship to program delivery. Each Local Committee receives information and support from Drug Dependency Services including program development assistance wherever possible.

To find out more about the Local Committee on Drug Awareness in your area, contact the regional office of Drug Dependency Services, Department of Health. Regional offices are listed in *Other Resources*.

HOME-SCHOOL PARTNERSHIPS:
BUILDING BRIDGES

Classroom and school outreach activities should be designed to inform, involve, and facilitate education of parents, family members, and other people important to the home and community living situation of the pupils. This is essential to help other family members and key exemplars to understand and reinforce what the school curriculum seeks to accomplish. At the same time, the family is vital and crucial in the education of children and family members views and inputs into the school and classroom experience can be extremely productive.

Davis, et al, 1985.

Summary

In Home-School Partnerships, parents work together and with the school to develop communication networks, to share resources, and to support each other in drug prevention. Healthy relationships among parents, school personnel, and children are encouraged and developed. Children receive a consistent message from school and home about drugs, about their own value as individuals, and about healthy choices. Either school personnel or interested parents can initiate this program, but the program's continuity becomes the responsibility of the parents.

Objectives

- To develop an active school and home partnership with a consistent drug prevention message
- To offer avenues to parents for building parent groups in support of drug prevention
- To examine what is meant by healthy lifestyles
- To offer a forum for sharing information
- To inform parents about drug issues

Why

Parents who work together, and with the school, offer children a framework in which to grow. Such a partnership fosters healthy relationships on which to develop a strong message about drug prevention.

Because the school brings the children together, it offers a direct contact for parents to reach each other. Drug prevention efforts of the school can be enriched, enhanced, and supported by knowledgeable and understanding parents. A school that nurtures this relationship finds itself with an invaluable ally and partner in its drug prevention and health promotion efforts.

Parents are concerned, but often feel helpless and may not know how or where to begin. Offering them a forum for building support among themselves is a positive contribution to drug prevention. Such a forum can also become a vehicle for reaching parents in need of involvement in drug prevention efforts for their children.

What Is Needed: Initial Concerns

This project can be initiated by school personnel or by concerned parents who work with school personnel to develop consistency between the drug prevention efforts of the school and the drug prevention efforts of the homes.

Determining what is needed, and what are the concerns and interests in relation to drug prevention for parents, is the first step.

There are several possible ways to do this:

- Talk with and listen to parents of the children in your class/school about drug prevention. Parent conferences, open houses and information nights offer opportunities for direct contact with parents.
- Offer an information session for parents as a means of sharing concerns and determining needs. Examples of what can be of interest include prevention strategies, factual information about drugs, fostering self-esteem, or youth drug use.
- Develop with other school personnel a questionnaire to go to all parents. This can be very simple with a brief introduction and a few questions. Consider such questions as:

  What are the needs of Grades 4–6 children in terms of drug prevention?

  What can we do to work together as parents and school personnel?

  What would you like to see in place for children?

  What would you like to see in place for parents?

  Do you have expertise related to drug prevention that you would be willing to share with other parents?

  Are there any times that would be more suitable for you to attend information sessions?

  As you thank them for taking the time to offer their suggestions, consider concluding with a reminder that good things happen when we start small and work together.
- Canvass the Home and School/Parent Teacher Association and other parent volunteers as to what they see as needs and concerns.

- Talk with and listen to other school personnel as to what they see as needs and concerns. Identifying common concerns between school personnel and parents offers a potential starting place.

This can provide the basic information needed to lay the foundation for a parent support group. Remember that at this stage you are attempting to identify the needs and perceptions of the parents you are talking to and surveying. It is these concerns that must be identified and determined to be targeted. Otherwise it will be more difficult for people to "buy into" your efforts. If you feel the needs/concerns identified are based on misconceptions or lack of information, supplying accurate and up-to-date facts may have to be your starting point. Don't assume, however, that after the appropriate information is communicated that you can now proceed with your own agenda. Check again for needs identified by the parents. Parents who have expressed interest and concern and a willingness to help can form a committee (e.g. "The Working Together Committee.") Two to four parents are needed to form this initial core group.

Keep a record of names, addresses, and phone numbers of individuals expressing interest and concern. Consider making a follow-up phone call or letter to acknowledge their concern. These individuals may not be available to become involved now but may be available at a later point in time.

Other Practical Considerations

Where to meet:
Small groups of parents may eventually choose to meet at one another's homes. However, initially offer a room in the school for such meetings, where chairs/desks are arranged in a circle (or semi-circle, if there is to be a presentation). This creates an atmosphere conducive to beginning the school-home partnership in drug prevention.

Cost:
This varies since for example, refreshments can be donated. Rentals, advertising, and stipends for speakers all need to be considered and included in a budget.

How to Proceed

Developing and implementing an action plan is outlined in other sections of this manual. (See *Developing an Action Plan*, p.48.) Some additional factors are considered below.

Focus on Support

Parents working together can support each other in their drug prevention efforts. Parents of peers can form small formal or informal groups to set some common guidelines on parenting issues. They can discover common concerns, which once known and shared, can lead to supportive action to address them.

Parents who talk together about their concerns can:

- Develop common guidelines in relation to curfews, knowing where their children are, and supervision of children's activities and parties.
- Consider consequences and the consistency of their application in relation to these issues.
- Discuss television viewing, its impact on their children, and, if deemed appropriate, any action to be taken.
- Share concerns and information with parents of their children's friends in a constructive and caring matter.
- Set up networks for sharing current information about drugs and drug prevention.
- Support each other in their parenting endeavours, including talking and listening to each other about problems encountered and solutions attempted.
- Join or form a regularly scheduled parent support group sponsored by the "Working Together Committee." Parents would be afforded the opportunity to give and receive support and to exchange ideas and information, all within a confidential atmosphere. The group's focus could be centred on a belief in the value of grassroot self-help programs in strengthening family life and be committed to helping parents to help themselves and their families.

Focus on Education

Parents can learn together to:

- Become informed about drugs and their effects on the health of an individual.
- Become familiar with drug prevention strategies, including positive parenting techniques and skills.
- Foster responsible drug attitudes and behaviours.
- Become familiar with agencies and groups working towards drug prevention. Include: schools, police, community health agencies, Drug Dependency Services, and other groups within the community.
- Share expertise on drugs and drug prevention issues with teachers, other parents, and children, in the form of presentations or workshops.
- Foster self-esteem.

Parents who are knowledgeable are better prepared to talk with their children and to really listen to them about these issues. They can give a consistent message to the children.

Key Points to Remember

The core group of "The Working Together Committee" may select a particular focus as a starting point depending on needs, interests and resources available. Support and education ultimately are woven together as the program proceeds. Remember that the needs identified by the parents themselves must be included in the initial focus. The concerns and perceptions may change as awareness and information builds.

Setting goals and getting organized will build on whichever route is taken.

Involving others and expanding the program to include as many parents as possible, so an entire community can work together, is an important way to develop new ideas, new projects, and offer support to each other.

Putting in place ways to facilitate continuity and stabilize existing programs is a critical concern of "The Working Together Committee."

Evaluating, updating and monitoring the program is vital to the program's continuity and positive contribution to drug prevention.

Anticipated Outcomes

- Developing and fostering a strong home-school partnership provides additional support for the children.
- An increase in the number of parent support groups, and in the number of parents involved, offers greater assistance for the school, for the children, and for the parents.
- Sharing information leads to greater communication among parents, between parents and school personnel, and between parents and children, and provides for a common and consistent message about drug use.
- Increased knowledge and understanding about drug issues and parenting concerns develops confidence and consistency, which impacts positively on the children's lives.
- A sense of working together develops and fosters growth in relationships in the community.

Potential Obstacles:

Every journey begins with one small step. Whether you are a teacher, an administrator, or a parent, the following is offered as a guide to working through potential obstacles.

Parents who are intimidated by school:

For whatever reason, whether it is their own not so good memories of school, their feelings of inadequacy, their feelings of lack of connection with the school, or some previous negative experience in dealing with the school, some parents do not feel comfortable in approaching the school, or in becoming involved in anything the school offers. These concerns need to be respected and avenues to increase trust need to be found.

Here are some ways by which trust might be enhanced:

- Offer and encourage positive opportunities for involvement in the daily life of the school, particularly in relation to drug prevention efforts.
- Encourage positive interaction between the school community and the parents in terms of sharing information on drug prevention issues and activities.
- Ensure that parents know they are welcome in the school.

- Keep parents informed about what their child is learning in school in relation to drug prevention.

Remember that building trust takes time and small steps and opportunities offer the greatest potential for success.

Parents are interested, but too busy:

- Consider offering babysitting for parents to attend presentations, workshops, or other sessions. This could mean obtaining the services of a community group or obtaining donated funds for such a service.
- Keep written channels of communication open so parents know what is going on and what is available.
- Offer "reruns" of presentations at various times to accommodate different schedules.
- Consider videotaping presentations (with the permission of the presenter) and making them available through a loan system for parents to view at home. The school's drug prevention videos and print material could also be made available by loan. The materials of *Your Choice ... Our Chance* and *Just For Me* may be of particular interest to parents. (See *Community Programs: Accessing What Is There*, p.81.)
- Suggest holding some meetings in homes or in neighbourhood community centres rather than at school.
- Remember that just because a parent does not show up or express interest on one occasion, does not mean they are not interested or available on other occasions or in relation to other issues.

Parents do not feel drug issues have a place in the elementary school:

- Listening to concerns of parents about this may help develop understanding as to why they feel this way. They are genuinely concerned about their child. Understanding and empathizing with their concern offers the best way to work with these parents rather than in opposition to them.
- Hold information sessions that highlight trends in early drug use and the importance of prevention. Local statistics on drug use may be useful to illuminate this aspect. The local Drug Dependency Services office has information as may police or other groups mandated to offer drug prevention programs.

- Discuss media and societal messages that glamorize drug use. Even in homes where television is not available, children receive messages from each other and from society.
- Invite people who work directly in the field of drug prevention and intervention to speak to parents. Consider also police, high school peer educators (see *Peer Power* in *References*, p.151), self help groups, allied professional and health care workers, and other community groups.

Related Activities

Fund Raising

A group of parents may consider becoming involved directly in assisting in fund raising activities that offer support to drug prevention measures, for example, some of the other programs suggested in this manual.

Social Events

Local Committees on Drug Awareness (affiliated with Drug Dependency Services) have sponsored drug-free socials in their communities which target family participation. These are fun events with a drug prevention theme. The children can become involved in advertising, assisting in organizing and in decorating. Parents can become involved in assisting in organizing and for example, in providing baked goods. Schools can assist directly by promoting the event and by providing space. Through providing a drug education booth or display, the Local Committee on Drug Awareness can also offer information on drugs and drug prevention for families as part of the event. For information about a Local Committee on Drug Awareness in your area, contact the regional office of the Drug Dependency Service, Department of Health. (See *Other Resources* for listings)

Develop a Community Network with Others

Parents in other schools share the concern about drug prevention. Working with parents of children in other schools can provide for developing community activities, assuring consistency of messages about drugs, responsibilities, and expected behaviours, as well as develop a stronger sense of community.

Other Drug Prevention Programs That Offer Sessions for Parents

Smooth Sailing (Thompson, 1989) is a primary prevention program for parents offered through Drug Dependency Services, Department of Health. For further information contact your regional Drug Dependency Services office. (See listing in *Other Resources*)

Ready or Not is a drug prevention program developed as part of Canada's National Drug Strategy. The program is specially designed to target "information poor" parents and is delivered to groups of parents by local facilitators. For further information about this program contact your regional office of Health Promotions Directorate, Health and Welfare Canada.

Your Choice ... Our Chance is a program designed to bring together schools, families, and communities in a working partnership for children in grades 5 and 6. (See *Community Programs: Accessing What Is There*, p.81.) For further information on the program components for parents contact your regional office of Drug Dependency Services, Department of Health. (See listings in *Other Resources*)

Just For Me is a drug prevention video and print program for children in grades 2, 3, and 4 their parents and the community. (See *Community Programs: Accessing What Is There*, p.81.) The accompanying parent program consists of three videos, a parent guide, and a parent workshop leader's manual. For further information contact Drug Dependency Services, Department of Health. Regional offices are listed in the *Other Resources*.

Other groups whose mandate includes working for school-aged children or Local Committees on Drug Awareness may offer programs for parents within the community. To find out about such programs in your community, contact your regional office of Drug Dependency Services, Department of Health.

All of the above programs could be promoted through and sponsored by "The Working Together Committee." The parent "graduates" of the programs may be willing to join other activities of the Committee or become advocates of the Committee's efforts. The opportunities for further parental assistance and networking are potentially greatly increased.

EXPERIMENTING WITH LEISURE:
BUILDING ALTERNATIVES NOW

SUMMARY

The school plays a leadership role in helping children discover the fun and interesting leisure options available, in developing children's talents and interests, and in encouraging participation in leisure activities. Developing leisure interests can generate positive peer influence, helps create opportunities for meaningful use of time, and reinforces the belief that there are fun things to do without drugs in the child's environment. Working relationships and networks can be established with the community to improve access for children, to support the children's involvement in leisure activities, and to help sustain interest and commitment in both the provision of services and in participation.

Objectives

- To introduce, encourage, and support participation in a wide variety of leisure activities and interests for the children
- To generate and maintain school and community resources that can effectively introduce leisure interests
- To promote and support choices that are health promoting
- To encourage peer support through participation in community activities

Why

Children who are given the opportunity to experience a variety of activities through participation in them rather than simply hearing about them, can make meaningful choices based on their own experience. The school can expand options by collaborating with community resources to introduce, lend enthusiasm, and spark interest in a diversity of activities. Children can experience and try a wide assortment of leisure ideas and interests, and explore avenues for pursuing these interests. Children who have meaningful and interesting choices for ways to spend their free time can experience positive peer support.

The enthusiasm and activity generated can result in increased interest in the community to support and to provide for more leisure activities for the children and thus contribute to a comprehensive framework for health and drug prevention.

Historically, the community has supported youth-related recreation activities as a means of keeping teens busy and out of trouble. In recent years, we have learned that prevention of alcohol and drug abuse by young people (including preadolescents) is a much more complex issue than accessibility. Feeling good about themselves, having positive role models, and developing the skills and decision-making ability to handle new challenges are all critical. Educating for leisure becomes increasingly important in meeting these needs.

MacDonald, 1989.

Learning to create and enjoy leisure opportunities allows young people to:

- Develop skills which promote lifelong enjoyment of leisure
- Take responsibility and make decisions about themselves
- Rest, relax and deal with stress
- Socialize and build relationships
- Have fun, play and create excitement
- Act upon values and needs in positive ways
- Develop competence and confidence through skill building
- Express themselves in a variety of ways
- See themselves as capable of assuming many roles

(Adapted from MacDonald, W. 1989. *Tracking the Good Times: Leisure Education Resource for Youth Leaders.*)

What Is Needed: Initial Concerns

A group of children and one or more school personnel forms an "Investigating Leisure" group. Children, individually and as a group, need to feel a sense of purpose and to be comfortable in trying new ventures.

Caring and enthusiastic faculty supervision and support helps children define and explore interests and ideas, and encourages children to take the risk in trying new ventures.

Nurturing and maintaining children's interest in the group and its purpose is very important to the success of the program.

As group ownership develops, an appreciation and understanding of the availability and accessibility of the community resources grows, and the children can take on more of the leadership responsibilities in determining how a range of activities will be explored.

Providing for experiencing interesting and varied activities is initially the responsibility of the faculty advisor in consultation with school and community resource persons. Children become increasingly involved in the process as they feel comfortable with the program. They can suggest experiential activities and plan for their involvement.

Meeting regularly as a group is crucial, as this offers the children the support and encouragement they need as well as a sense of purpose and direction.

Whenever feasible children should visit community locations or facilities.

If needed, transportation funding can be sought from the community. Similarly, recreation or community groups may consider waiving or reducing user fees on request. When funds are needed, consider group fund raising rather than requesting individual contributions.

How to Proceed

Brainstorm with the children to develop a resource bank of leisure activities. This can include:

- Their own leisure activities
- Leisure activities of their families and friends
- Leisure activities of school personnel
- Leisure activities they have heard about / are interested in
- Activities offered by recreation, cultural, church and other groups

From these ideas, the group can develop a listing of resource persons who may be willing to become involved in the program. Consider especially: the children themselves, their family members, other young people, teachers, administrators, and other school personnel, as well as recreation and community individuals.

Form a committee with no less than two or three members, and as many as possible. This committee should consist of dedicated individuals whose immediate task is to enlist the help of resource people and other materials/space required. The children themselves may be able to point you in the right direction.

When considering print and video materials, remember that they best serve the interests of the children when they are used as support for actual involvement, and not as a substitute for such involvement.

When this is in place, you are ready to set a schedule for regular meetings with the children. These sessions offer a forum for children to share and investigate leisure in all its dimensions.

Other Practical Considerations

Meeting formats may vary depending on a number of factors. When planning your meetings, consider the following activities:

- Children tell about the leisure activities they have been involved in since the last session. This offers them an opportunity to share their positive experiences, and to address areas of concern.
- A presentation by a guest can help develop interest and motivation. You may not always have an adult guest at the session. Inviting the children themselves to discuss and "demonstrate" their own leisure activity fosters a sense of ownership in the program. Whenever possible, these presentations should provide for the children to try out the activity for themselves.
- A group discussion with the children can begin to identify any real or potential problem areas. Children should be encouraged to discuss barriers to involvement in leisure activities. Certainly some factors preventing access are beyond this age group's control, but many more are not. For example, lack of motivation (inactive peers, lack of energy, or self-discipline), peer pressure, no individuals in their lives who place positive value on leisure activities and lack of confidence or perceived skill, are all real concerns and merit discussion. As a facilitator, discussing openly such issues with the children and encouraging them to identify realistic strategies for dealing with them, is an integral part of supporting the children as they attempt to look at options available.

  Such discussions provide an opportunity to discuss and practise the skills of problem solving and decision making. Children at this age may jump from interest to interest, but signing up for an activity does mean commitment to try.
- Children should be encouraged to plan for involvement as they react and interact with the presentation.
- Bring closure to all the meetings. Any ideas, concerns, or upcoming events that have not already been dealt with, should be addressed before ending the meeting. This is also the time to set the schedule for the next meeting. With encouraging and supportive words, and a "recharging of batteries," the children have the momentum to continue.

The meeting location is another factor to consider in your planning process. These sessions can be held at the school, or the children can go to a recreation centre, high school, post secondary institution, library, community centre, or wherever the needed facility exists.

Wherever the children have the session, keep in mind the following concerns:

- Providing hands-on experience for the children is critical.
- Becoming familiar beforehand with how the resource people intend proceed, means you can attend to safety concerns and suggest appropriate and suitable dress so the children can enjoy the activity.
- Keep a file of resource names, addresses, and telephone numbers for future reference.

Anticipated Outcomes

- Children experience a broad variety of leisure activities.
- Children develop new or increased interests and participation in leisure activities.
- Community members become more involved in stimulating children's leisure needs and interests.
- The school develops and maintains accessible resources for leisure activity development.
- Children develop healthy interests and choices and thus reduce the risk of drug use.

Related Activities

Leisure Passport to Fun

Develop a passport similar to a coupon book, offering incentives to children to try a variety of leisure activities. This requires requesting sponsorship from local community facilities, businesses, recreation groups, and service organizations. Incentives may include "two for one," "bonus round," and so on.

(Adapted from MacDonald, W. 1989. *Tracking the Good Times: Leisure Education Resource for Youth Leaders*.)

Hobby Day

Plan a day or part of a day for children to explore different hobbies. This can be limited to within the school or extended to include the families and friends of the children.

(Ryan, A.M. 1992. *Making a Difference: Curriculum Supplement*, Drug Dependency Services.)

Collage Posters

Design posters about leisure activities in your community. Select different themes – for example, winter activities or indoor activities – and develop a collage to include pictures or drawings, facility names, descriptions, words associated with the activity, and so on. Display these posters in the school, local library, or community centre.

(Adapted from MacDonald, W. 1989. *Tracking the Good Times: Leisure Education Resource for Youth Leaders.*)

Calendars

The posters children develop around a drug awareness theme can be used to create calendars. (See also *Action Teams: Building Community Within the School* p.63.) Such an activity may be of interest to children who enjoy art and design, or to those children who are interested in learning about the various aspects of developing a project from a "business" point of view. These calendars can be produced as part of your fund raising efforts, or they can be presented as awards or in recognition of contribution and participation by various members of the community. There are several considerations to keep in mind:

- The timing of such a project is critical. Calendars should be available for sale in December and early January. Alternatively, you may want to create a calendar that runs for the school year, available in September.
- Ensure written permission is granted for any material printed. Children whose work you wish to use, gain a sense of worth and a sense of respect when their permission is sought. They also develop a sense of appropriate behaviour in relation to such matters.

- Have a plan for distribution and an idea of numbers required before you print any calendars. If possible, having these printed free or at cost benefits your fund raising and it provides an avenue for business to become involved in your drug prevention efforts.

(Adapted from: *The Future by Design: A Community Framework for Preventing Alcohol and Other Drug Problems Through a Systems Approach*, 1991.)

PEER PROGRAMS:
TOWARDS A CARING ENVIRONMENT

Peer helpers, peer mediation, and peer support are terms used to describe one basic process – children helping children. Many school boards have, or are planning to implement peer helping strategies in the schools. These programs can be oriented towards issues, or situational in nature and consequently may vary considerably in many aspects. A peer helping program is a system in which students who share similar characteristics, experiences or concerns help each other. Peer helpers are volunteers from the peer group whose natural skills have been enhanced through training. (Carr, 1992)

There are also common features as all programs have goals based on needs, appropriate training, adequate supervision, and post training activities. At the elementary school, peer programs can emphasize buddy systems, tutoring, resolving playground conflicts, dealing with loss, and helping children new to the school.

Summary

Children helping children is the essence of peer helping programs. Children naturally turn to their friends when in trouble, when worried, when scared, or when happy. When children have some training in empathic listening, offering support, and in encouraging others to think about alternatives and consequences, they can be effective helpers for their peers. These children can provide for others to think through and reflect on the problems they are experiencing. Their role is not one of advice giver, problem solver or replacement for professional counsellor. Fostering healthy relationships and friendships, encouraging responsible problem solving and decision making, and developing a sense of personal and social responsibility are integral components of drug prevention through peer helping programs.

Appropriately trained peers could, for example, act as a bridge to other services, lead small groups, mediate disputes, help children with school, refer children to information, or generally be a friend to a child in need of one. (Carr, 1992) The nature of the peer program determines the content and scope of the training required.

Peer mediation is a process whereby peers of children in a conflict help these children negotiate a fair settlement to resolve their conflict. Peer mediators do a specific job and therefore require specific skills training.

While the importance of the teacher as a caregiver cannot be overemphasized, a factor often overlooked that has definitely emerged from protective factor research is the role of caring peers and friends in the school and community environment ...

The positive outcomes of prevention programs – including reduced levels of alcohol and (other) drug use – which have focused on increasing the amount of social support available to youth in their schools by facilitating the development of teacher and peer relationships or the numerous forms of peer helping programs which exponentially increase the caregiving resources available to youth, unequivocally demonstrate that a caring environment in the school serves as a 'protective shield.'

Bernard, 1991.

Children trained as peer helpers generally function in more informal ways as "good listeners," offering support or sources of information.

Objectives

- To assist children in developing skills for adopting healthy lifestyles in keeping with effective drug prevention
- To foster a caring environment within the school
- To encourage children to support each other as they develop friendship skills
- To create an additional avenue for children to seek out the help they need
- To provide for those children with natural helping skills to use these skills to help their friends in an effective manner
- To develop role models among the children in terms of social skills development

Why

Children have a strong need to belong and to have friends. A school in which a peer helping program is in place offers children friends (peers) who have developed friendship skills, and can provide the social connection where and when it is needed. Care and concern demonstrated in such a positive way serve to nurture a caring environment within the school. All children within the school gain from such a program. The peer helpers themselves develop a solid foundation in social skills, responsibility, enhanced self-esteem, as well as a deeper understanding of themselves and of human relations in general. Those helped by the peer helpers develop skills in sorting out their problems in a constructive way and learn friendship skills. All children in the school are offered positive peer role models through such programs.

What Is Needed: Initial Concerns

Peer Helping

First, define a purpose. In the case of playground disputes, for example, the purpose is to develop an alternate way to resolve conflicts and fighting among children in the playground. Through training a group of children as peer mediators to help resolve such conflicts, positive resolutions can be greatly increased.

Teachers and administrators who receive training on the nature of peer programs, can help assure the success of the program. By learning the philosophy and approach of the particular peer program you can then:

- Become trainers and supervisors for children. Your role as coach provides for the children to receive support, encouragement, and feedback as they learn. As coach, you can nurture the individual strengths of the children you work with.
- Incorporate the desired skills in your classes, as well as serve to demonstrate and model these approaches for the children.
- Serve as coordinator and take ownership of the program. If this role is not fulfilled, the peer program will succumb to neglect.
- The coordinator(s) helps to create a working group of interested children.

You may decide to develop a screening process, with built-in caring, support, and alternative avenues in place for those children who you decide not to include in your working group at this time.

Keeping in mind the various social, ethnic, and cultural groups within the school, you may seek out children from these different social and cultural sectors to form the initial working group.

Children learn skills best through hands-on experiences. Some examples include developing role plays or discussing "what if?" questions. These training sessions can be offered in a weekend workshop, after school workshop, or lunch time workshop series. These can be structured to the specific needs of the children and the school community, in terms of material covered and length of time involved in the training.

As children develop the skills and understanding of the program, they can more actively contribute to the continued development of the program and take on more responsibilities within the framework of the program.

Establish the working group.

The children can name their group, and should reaffirm their willingness to participate.

Ensure commitment from you or some other adult to provide ongoing supervision and to create opportunities for continued learning. It is important to maintain a positive relationship with the children in the working group.

In addition, obtain a commitment for the program from administrators and other teachers. You may want to introduce the concept of a peer program in a staff meeting, provide reading material and follow-up with an in-service on the goals, methods and procedures of the program, making sure that all concerns are addressed as adequately as possible.

How to Proceed

Introduce the program to others
Let the children and their parents know about the program.

To do this, you may want to consider holding a special assembly to explain the program to the entire school and to the parents. At this assembly, introduce the working group who together with the principal and teachers talk about the program and who demonstrate, through role plays, how things are supposed to work.

Provide additional support
Consider providing training or additional information about where to get training for the parents of the children.

Parents who express an interest can attend workshops themselves. This offers additional support for your program beyond the school grounds, and provides additional resource persons for you to work with.

Monitor the program
Ensure that the children have the support and supervision they need. Through regular meetings, provide for them to report on their successes and on any concerns they may have.

Evaluate the program
Through sharing successes and concerns, and through observing the success on the playground and in the classroom (for example, fewer conflicts developing into serious problems, children beginning to work things through in a more positive way, children finding the support they need, etc.) determine if and when the program needs modification or if additional types of peer programs should be implemented.

Celebrate and share successes
Children need to feel that their efforts are worthwhile, and that they do contribute positively to the school. Share successes within the school itself and with the parents, as well as with other schools. This offers opportunities for others to become involved in the effort, and develops a greater network of individuals working together within the community. (Adapted from: *Healthy Schools: A Resource Guide for Teachers*, 1991. See also: Carr and Saunders, *Peer Counselling Starter Kit, Students Helping Students*, 1980.)

Anticipated Outcomes

- A caring and concerned environment is encouraged within the school.
- Children increase their sense of community, of belonging, and of friendship.
- Basic social skills and human relations are enhanced and developed in all children.
- New resources for children to deal with problems are made available.
- Children develop and use a new avenue of support within the school system.
- Self esteem is nurtured and increased.

Related Activities

Linking with the Junior High

It is important for children coping with stressful situations in their lives to feel that continued support will be available to them when they leave the elementary school. A junior high in which there is established a peer helper program can be a much more reassuring place for these children as they make the transition from elementary to junior high school.

The elementary school(s) and the local junior high school can work together in identifying common needs and concerns and develop a comprehensive plan of peer support. Joint training programs, introduction of key junior high personnel to the elementary peer helpers, and coordination of efforts, can be of significant benefit to both the peer helpers and the supervisors at both school levels, as the children move in and out of the schools.

Joint meetings of peer helpers from both school levels can be beneficial for information sharing, mutual support, and for creating links between the groups. The peer helper supervisors can gain from knowledge of each other's needs as well as share their successful problem solving strategies.

"New to the School" Buddies

Starting a new school can be an unsettling experience for children. Having in place a group of children who can become buddies to these new members, can greatly enhance their adjustment to the school. Children who have themselves been new members of the school community may be good prospective members of such a working group.

Children for whom English is not their first language, may need additional help and support as they attempt to break language barriers.

Peer Tutor

Children who offer support and can encourage others to think problems through for themselves can provide a valuable additional support for the classroom teacher. When children develop skill in listening and supporting others as they work through problems and ideas, they also develop ways to work out their own problems and ideas. When a child is struggling with a math problem, for example, a peer helper can listen to them express their difficulty, suggest alternate ways to look at the problem, or question them through the steps so they can solve the problem for themselves. The helper practises the skills that will help them solve their own problems at the same time.

Finding what each child can contribute and offering training and support for them in their efforts, can create an environment where collaboration and cooperation is a given. Such a working relationship between the children can enrich each and every classroom.

Children Helping Younger Children

There are many ways children in upper elementary school can help younger children, and there are many ways older students in a combined junior high and elementary school can work with younger children. Consider some of the following as possibilities:

- Assistants in science classes
- Reading or writing buddies
- Performing skits or role plays with a drug prevention message
- Writing books for younger children
- Teaching/demonstrating new games
- Helping younger children with many of the skills taught within the curriculum that can be reinforced through children teaching children. For example: telling the time; reading an index; using a library card catalogue; computer skills.

Mentoring

A mentor is someone who develops an ongoing one to one relationship with a child who can benefit from having a positive role model. It is also possible that a mentor develops such a relationship with a group of children who share a common need.

A mentor who is matched with a child provides a range of experiences that may be absent from the child's life. Additionally, mentors encourage, offer tutoring if needed, listen in a non-judgemental way, serve as role models, and advocate and celebrate achievement. In the process, they also introduce values, share customs, and provide access to resources and people from other social or cultural groups.

Anyone can be a mentor, as long as s/he is willing to make a firm commitment of time as well as care for the well-being of the child. There is no age limit, although mentors are typically older than the child. Consider, for example, someone skilled in a craft or hobby of interest to the child, a family member of a school mate, a friend of the child's family, a business person, a retired person, or a university or high school student.

Peer Power: A Process of Peer Drug Education

This is a program developed by Drug Dependency Services. It involves groups of high school students interested in promoting healthy lifestyles presenting sessions on drug prevention to children in grades 5 and 6 and in the junior high grades. These students have been trained specifically for this program and can be found in high schools throughout Nova Scotia. To arrange for a group to come and talk to your class, contact your local high school. (See Thompson, 1989. *Peer Power: A Process of Peer Drug Education.*)

Just For Me

This is a drug prevention program for grades 2, 3, and 4, and it offers a Peer Helper Handbook as part of its program. (See also *Community Programs: Accessing What Is There*, p.81.) For further information contact your regional office of Drug Dependency Services, Department of Health. (See *Other Resources* for listings)

Peer Mediation

Peer mediation is a specific type of peer program which functions to assist in conflict resolution where the dispute is unable to be settled by those children experiencing the conflict. Peer mediators are trained in mediation skills and assist children to negotiate a mutually agreeable solution to their dispute. The mediators are not counsellors, but act as a third party to help others in settling their differences through negotiation. In the elementary school, peer mediators generally deal with playground and classroom conflicts involving pushing, name calling and unfair play.

Recognizing that children are competent to participate in the resolution of their disputes not only encourages their growth, but gives them skills (listening, critical thinking and problem solving) that are basic to all learning. Mediation training, with its emphasis upon listening to other's point of view and the successful resolution of differences, provides the school with a system of problem solving that is uniquely suited to the personal nature of children's problems.

A school which has a peer mediation program has the option to refer the conflict to mediation for resolution if deemed appropriate under the disciplinary policy of the school. Mediation can serve as an important preventive measure which can save administrators time.

This type of program requires in-school coordination and ownership, administrative support, referral procedures and appropriate and specific training for the peer mediators. Children entering mediation for their differences must agree to the process and the peer mediators must be comfortable in dealing with the problem and the individuals involved.

Several schools in the province have peer mediation programs operating to meet their individual needs and circumstances. For more information, contact Student Services, Department of Education, Halifax, or Drug Dependency Services Division, Department of Health.

STUDENT ASSISTANCE:
SUPPORT FOR CARING

Summary

The student assistance process provides for assessing the needs and offering support and assistance for children whose lives are troubled by drug use. Although the age of first use of alcohol is dropping to pre-adolescence, children in upper elementary school are most likely to need the services of a student assistance process because of drug use in their homes or in the homes of close friends or relatives.

During childhood, children of alcoholics often feel guilty and responsible for their parents' alcoholism. They can feel invisible and unloved because attention is focused not on their needs but on the alcoholic parent. These children often feel anxious and insecure (which can be displayed behaviourally in different ways from acting out to withdrawal) due to inconsistency in parental behaviour, attention, and rules in the home. (Nishioka, 1989)

It is the adverse effect on social and academic skills that serves as the focus of student assistance within the school. The school is not expected to provide counselling. By establishing processes and procedures that identify the parameters, responsibilities, and roles of the school personnel, an avenue is created for help and support to be offered to troubled children. Support, responsiveness, and consistency are key to student assistance programs. These components are feasible only when appropriate community services are identified, access procedures established, and working relationships are maintained.

Although the components and people responsible vary widely, the following are found in virtually every school with a Student Assistance Program:

- Early identification of student problems
- Referrals to designated in-school "helpers"
- In-school services (for example, support groups)
- Referral to outside agencies
- Follow-up services

Recognize your limits. Sometimes a school is most effective when it coordinates local family and youth agency services for the children in need.

Objectives

- To provide support and assistance for children who are troubled by the drug use of significant others in their lives
- To assess the needs of individual children troubled by drug use, and to use these to build a framework of support
- To develop a sense of trust within the life of the child troubled by drug use of significant others
- To provide additional support for the child as they develop resiliency through an enriched strength-developing environment within the school
- To open and keep open safe avenues of communication for the child within the school

Why

A child adversely affected by drug use of significant others in their lives may experience difficulty in coping as a result of these additional stresses. This child may need help in learning to cope with the effects of drug use. A child will often mask the problems s/he is experiencing at home, and may not trust help offered in school as s/he fears being disloyal to her/his family. A student assistance process within the school that is non-judgemental, supportive of the child and her/his needs, and built on trust and confidentiality, provides an avenue for the child to learn to cope with her/his stress. The school assists through recognizing the problem, providing support, and when necessary, making referrals to appropriate services in accordance with school board policy.

What Is Needed: Initial Concerns

The initial requirement is to develop a student assistance team. The student assistance process can draw on all resources and resource personnel within the community. The team's prime purpose is to provide for the child to identify his or her own situation in relation to the drug use of significant others and to refer the student to suitable counselling programs. Team members recognize that their role is one of assessing needs, offering support, and referring the child to those who can help. They themselves are not expected to offer the only assistance needed, nor are they expected to act as drug counsellors.

School policy may determine the principle members of the team. The key issues for all members are **empathy**, **respect**, and **confidentiality**. In addition to administrators, resource teachers, school counsellors and drug coordinators, the following may become part of the team:

- Staff members who have been trained to identify students troubled by drug use and who are able to suggest identified helpful counselling programs for the child.
- Parent representatives experienced in working with young people and interested in assisting children troubled by drug use in their lives. Such parents must be non-judgemental, and should not be included in a team assigned to help their own child.
- Volunteers from community agencies working with young people. These may include individuals from Alcoholics Anonymous, Alateen, or volunteer leaders from youth or church organizations.
- Psychologists and drug counsellors who have specific knowledge and experience in working with children troubled by drug use.
- Children's Aid representatives and police officers who can assist with information and resources not immediately available to the school.

Teachers and other school staff are advised and trained to identify students experiencing problems that interfere with their functioning at school. They are, however, not expected to specify the nature of the problem or to intervene personally. Children are referred to appropriate in-school assistance resources first.

No matter what the mix of responsibilities and personnel of the student assistance program, the endorsement of "top management" – school board, principal, community agencies – is critical to the success of an effective program. When this level of support is guaranteed, the way is clear for implementing a comprehensive student assistance program.

How to Proceed

The student assistance team formulates within-school procedures for student assistance in keeping with the school board policy, the resources available, and the needs of the children.

The team ensures that classroom teachers are aware of the assistance process. They provide information to them to help determine when a child may need referral (for example, lack of progress, greater knowledge of drugs relative to their peers, self-disclosure), and ensure that teachers know the procedure for referral. They also keep them informed if any of their students become involved in the student assistance process, and explain to the teachers their role in the process.

The team develops a procedure for students to access the student assistance program within the school. All students should know and understand:

- The process available to all of them within their school
- Who to approach for help
- The student assistance process is fully supported by the children, school personnel, and parents, and no stigma is attached to seeking help
- They will be treated with empathy, respect, and in confidence

In developing procedures for assisting children who seek help or who are referred for help, the following tasks are an integral part of the program:

- Determining the situation and assessing the needs for each individual child in relation to drug use as it affects her/his life
- Becoming familiar with community resources and developing an awareness of programs available for the child
- Involving the child, classroom teachers, and parents (if deemed appropriate) in assessing the situation and the needs
- Involving parents in the process. The judgement to involve parents over respecting the confidentiality of the child may be a difficult one. Where it is deemed unadvisable by the team to involve the parents because the child expresses fears of possible parental reprisals, or because of parent involvement in drug use, it may be prudent to seek legal advice.
- Monitoring the child's progress and suggesting modifications as needed
- Encouraging the child to become involved in school activities
- Being available to talk with and to listen to the child, her/his parents, and her/his teachers or concerned friends

The team develops a listing of resource agencies, what they offer, and contact persons (for example: Alateen, Drug Dependency Services, community groups working in drug prevention).

(See Thompson, *School Drug Policy and Procedures Manual*, 1989, and *Prevention Plus II*, 1989.)

Anticipated Outcomes

- Children who need additional support in coping with the stress of drug use by significant others in their lives have access to such a resource.
- Children can begin to develop coping strategies, an increased sense of trust, expectations for success, positive behaviours, and responsibility for self.
- Children begin to develop an enhanced self-worth as they see themselves valued as unique and special, and worthy of care and support.
- Schools provide a basic need for support in school progress for those children whose lives are affected by drug use of significant others.

Related Activities

Support Groups

A trained facilitator provides guidance and opportunities for the child to meet with other children experiencing similar difficulties and stresses. It is critical that the children involved respect each other's need for privacy and confidentiality, and that the sharing provides positive support for each individual.

A variety of special groups may be formed which are open to all children, open just to children having problems, or open only to identified children from alcoholic families. These groups can provide follow-up to classroom discussions and activities, build self-esteem, and develop or improve positive, healthy living skills.

There are many options possible for setting up and running these groups. They could meet weekly for a class period over a specified period of time (ten to twelve weeks). They could be ongoing over the school year. Groups could meet during the school day, lunch time, or nights after school.

Group leaders may be trained teachers, school counsellors and/or agency professionals. The groups may have a variety of goals that are being worked toward. They can help the children's communication by helping them identify and express their feelings or assist in learning problem solving and coping skills.

Besides imparting information, the children come to see that they are not alone and that there are people and places they can turn to for support in their school and community. The small group tends to be less threatening than the classroom, and consequently children may be better able to hear and understand the messages and may find it easier to ask questions. The group experience can help children feel increased self-esteem because they are able to better understand themselves and those whose drug use is troubling.

The groups should have a structured format that includes weekly themes such as alcohol, feelings, family issues, problem solving and self-esteem. Varied age appropriate activities should be included, such as art, puppets, music, "raps," skits, role-plays, stories, discussions, and films.

(Adapted from Moe, J. 1990. *Beyond the Classroom: Groups as a Programming Option.*)

Counselling Sessions

Children whose lives are troubled by drug use of parents, relatives or friends, may benefit from individual or group counselling sessions provided by trained resource personnel or school counsellors. It is important to identify these resources and establish prior access avenues and procedures. Referral and follow-up is then more easily and efficiently achieved since expectations on both sides are clear.

Drug Education Sessions

These are informal sessions where children can talk with trained staff, invited professionals or school counsellors who can help them understand the drug use problems facing those they care about. Children need to understand that such drug use is neither their fault nor their responsibility, and that there are resource persons available to them to help them cope. Parents or siblings affected by such drug use may also be invited to attend.

Children of alcoholics have learned to survive by not talking about feelings and by not trusting. In relating to these children, it is not necessary nor advisable to attempt to pull out information. Asking these types of questions may be seen as an intrusion of their sense of privacy.

Furthermore, by asking questions, it is assumed that the answers lie within the child. Since many of these children have not had appropriate role models, they don't have the answers since they were never given the opportunity to learn the answers.

Involvement with these children should be viewed more as a teaching opportunity, not in a dogmatic sense, but as a means of imparting information. One way to accomplish this is to speak in generalities and report what other children in similar situations think and feel. Knowing that the other children are in a similar situation relieves some of their feelings of being different and may instill hope that others are surviving well.

(Adapted from McAndrew, J.A. 1989. *Children of Alcoholics: School Intervention.*)

Resource teams can be created who are available at occasions or times deemed appropriate by the school. Representatives from the police, Children's Aid, drug counselling services, self-help groups, and school counsellors can serve on this team and offer presentations on selected areas of the problem to classes, individual grades, or assemblies.

Healthy Choices

Providing resources and encouragement for children to become involved in a variety of activities is an important component of effective student assistance. For ideas and suggestions, see *Experimenting With Leisure: Building Alternatives Now* (p.95) and *Fun and Fitness: Activities With a Drug Prevention Theme* (p.75.)

Camps for Children of Alcoholics

One school board in Nova Scotia works together with Children's Aid, Family Services, local service groups, and parents to provide a summer camp for children of alcoholics. This camp is made possible through the collaborative and cooperative efforts of many sectors of the community working together.

Children are identified by teachers, parents, Children's Aid, and Family Services. Funding for the program is made possible through local service groups, and no child is refused because of lack of funds. Parents become involved in the program through offering transportation, donating baked goods, and giving of their expertise in crafts or activities. Service clubs, Ventures, church groups, and others also offer support and services during the camp.

The camp offers opportunities for the children to participate in fun activities in a positive environment, as well as providing group sessions with trained treatment counsellors.

APPENDIX:
OTHER PRACTICAL GUIDES

Background

Specific areas of effective drug prevention and program planning are included in this appendix. These are intended as a practical aid in creating and supporting effective drug prevention programs.

Many of you are already involved in positive efforts and contributions to drug prevention. You may be familiar with some of the concepts, but perhaps some are new to you. They are offered for support as you develop and enrich your efforts.

Some of you may be new to working for drug prevention with the community. Suggestions are offered as an aid for you with some of the practical concerns.

> Because the sum of a partnership team is often greater than its parts, partnerships may yield unforseen and valuable benefits far beyond the level achievable by the individual efforts of partners.
>
> *Lacey, 1990.*

Program Planning Checklist

Have you:

- Obtained permission/authorization/support from the appropriate key individuals?
- Got to know the children and their community?
- Found interested individuals who will work together?
- Determined your target group?
- Determined the needs of the target group?
- Identified your resources?
  - human
  - material
  - time
  - facilities
- Checked out existing activities/programs?
- Defined your goal?
- Outlined objectives?
- Outlined strategies for attaining your objectives?
- Generated a list of ideas/possible activities?
- Matched your ideas with needs and resources?
- Developed a timetable?
- Assigned roles and responsibilities?
- Considered funding needs?
- Considered how you will advertise and promote the program?
- Developed your plan for action?
- Considered potential obstacles?
- Developed contingency plans to deal with potential obstacles?
- Developed an evaluation process?
- Established a plan to ensure continuity to your drug prevention effort?
- Celebrated your efforts to date?
- Planned a means to share and celebrate successes?
- Considered how you will renew your efforts?

Key Components of Effective Prevention Programs

This is included to assist you in evaluating the overall viability of a program in terms of its positive contribution to drug prevention. The following is not exhaustive or all inclusive. It is meant to highlight some key aspects of important components of prevention programs at the upper elementary level. No single program can incorporate and balance all the desirable aspects of sound drug prevention. This requires a multi-faceted, multi-strategy approach to prevention.

Positive, Healthy Lifestyles

Focusing on children's strengths, abilities, and likes, and providing opportunities for fun, healthy, positive activities is critical to developing strong, positive, healthy lifestyles. Individuals who value such a lifestyle and who are a part of the children's lives are a vital support and serve as positive role models.

As the school, the home, and the community work together, a greater diversity of healthy choices is available to the children and the number of positive role models from various sectors in the child's life increases.

Nurturing a positive sense of self is a critical component of any effective program. Children who receive the message from a number of sources that they are special and unique and capable of positive contributions can develop a strong positive sense of self.

Skill Development

Children need many and varied real life opportunities to develop life skills. School, home, and community working together encourage children to develop such skills, provide many opportunities for children to apply them, and ensure that numerous and reliable resources are available for the child. This provides reinforcement for the children and allows for them to apply their developing skills in new and varied ways. These skills involve:

- Making decisions
- Solving problems
- Learning how to say no (refusal skills)
- Learning how and when to be assertive
- Learning how to communicate/develop relationships with a variety of people, in varied situations
- Taking age-appropriate responsibility for self and for others
- Critically assessing media and societal messages, which includes developing questioning skills.

Age-Appropriate Relevant Information and Application

Relevant age-appropriate information is meaningful to the child. It allows for the child to make and understand the choices available, and to recognize and take responsibility for the consequences of their choices. The message must be current and accurate, and integrated with skill, behaviour, and attitude development if it is to be effective. Information in isolation is not enough to foster healthy lifestyles, and inaccurate or out-dated information can serve only to confuse. Working together to create real experiences in the life of the child increases relevance and gives opportunities for direct application.

Parental and Community Involvement

Effective drug prevention requires that all sectors of the community work together with a consistent message. Schools cannot work towards drug prevention in isolation from the home and the community: each impacts on the child and each has a complementary role to play in effective drug prevention.

Parents can be empowered through training and support to take an active role in drug prevention. Community development strategies can lead to supportive community efforts for drug prevention.

Long-term Commitment

Programs that allow for development over time insure that individual prevention efforts build on each other and work together in an effective way. A long-term commitment also allows for programs to develop and change as the children mature and provides continuity for their changing needs.

Needs Assessment

Informal

Whenever you talk with others, and they share their concerns and ideas with you, you are informally undertaking a needs assessment. A simple question asking people to express their perception of needs in terms of drug prevention, or drug issues, is a valuable way of assessing needs. The advantages of informally assessing needs include:

- A minimum of time and effort is required to get feedback
- Individuals have the opportunity to express their concerns, and to clarify them in their own way, which may provide a more complete picture for you
- Specific individuals can be asked for input

Formal

In formal needs assessments, one individual, or group of individuals, determines what kind of information would be helpful, develops and implements a plan to obtain this information, gets the information, analyzes it, and incorporates the findings into program planning. When people take ownership of the needs, and these needs can be addressed in your programming, your program will be positively received. The advantages of formally assessing needs include:

- Broad base for defining and prioritizing needs
- Systematic approach to addressing what is perceived as needed by the target group itself
- Relatively objective
- Promotes collaboration, cooperation, participation, coalition building, and support

In any formal needs assessment, the following concerns should be kept in mind:

- Have you determined the group or groups to whom you would like to give the needs assessment? Have you considered assessing the needs from several perspectives – children, teachers, parents, others? Have you modified your questions to address these different groups?
- Have you determined whether you wish to survey by interview or by a written questionnaire?
- Have you considered the timing of the needs assessment – in terms of possible funding needs, and current interests and concerns of the individuals involved?
- Have you provided for updating information – needs may change in time so consider reassessing needs as the program progresses.
- Have you developed a set of questions aimed at assessing the needs? You may want to try these questions out on a few members of the target population. This allows you to make necessary changes early in the process.

- Have you considered ways to analyze the information you generate?
- Remember, surveys that are mailed or distributed for later return have low return rates. If you give a questionnaire to a class, you may want to consider giving the children time right then to complete the questionnaire.
- Any needs assessment, as well as the process you use to inquire into the needs, must be culturally sensitive.
- Questions asked and the approach taken in a needs assessment reflect subjective decisions on the part of those who create the assessment. Acknowledging and clarifying biases, concerns, and assumptions existing in the needs assessment helps to minimize confusion.

Types of Questions

In developing needs assessments for the children of upper elementary schools, and their parents, teachers, and community members, there are several ways to ask the questions.

You can develop questions that allow respondents a great deal of freedom in their responses. (open questions)

For example: What do you see as the needs in your community in terms of drug prevention?

What would you like to do for drug prevention for the children?

This type of questioning is a good way to begin to see what others' concerns are. Such questions are useful at the very early stage of program development, as they provide a basic understanding of the perceived needs and concerns, and can provide you with a great deal of related information. Respondents are free to express their individual concerns, and you receive information on what is particularly relevant to the respondent.

Alternatively, you may consider closed questions that require a simple answer (yes/no responses).

For example: Do you feel there is need for parent involvement in drug prevention education for children?

Do you think there is a need for a drug prevention education program for parents?

These types of questions may be particularly useful to you if you have a program or idea in mind and are wondering how it will be received. Respondents answer yes or no to such questions and provide you with feedback that is easy to analyze. However, respondents do not have an opportunity to express their own specific concerns.

You may consider asking questions that accommodate some kind of rating system in the reply.

For example:

1	no need
2	some need
3	need
4	great need
5	extreme need

In the following questions, please circle the most relevant number:

Is there a need for drug prevention education for parents?

low 1 2 3 4 5 high

Is there a need for additional leisure activities for children?

low 1 2 3 4 5 high

These questions provide a little more freedom for the respondents, and the responses allow you to prioritize and analyze the information quickly and easily. Offering individuals the opportunity to rate their responses lets you know what the issues are and allows you to respond to different needs in different ways. While this type of questioning is useful at any point, it again does not provide opportunity for respondents to express their own concerns.

In any questionnaire, it is a good idea to allow space for people to express other concerns, issues, and ideas that your questions may not directly address, but trigger nonetheless.

Combining a rating system with an open question system is useful early in program planning. Combining a rating system with a "yes/no" system is useful when reaffirming accuracy, reassessing needs, or at a later stage in program development.

Some examples of questions used in developing a needs assessment are found below.

- **Support Needs:**

  What kinds of support systems are people aware of?
  What others are there that they may be unaware of?
  What suggestions do they have?
  Are there parenting classes, or support groups for parents? What kind of parent groups would parents like to see in their community?
  What kind of support would they like to see for children?

- **Activity Needs:**

  What do children do when they are bored?
  What are some of the things they would like to do?
  Are there supervised activities for children after school hours, or at lunch time?
  Are these available to all?
  Are recreational opportunities available and accessible to all children?
  Is there a variety of opportunities so all children can develop interests and feel successful?
  Are there suggestions for additional activities that are relatively attainable within the community? (For example, a community that has no rink may be able to flood a field in the winter for skating, but may not be able to do much about providing ice skating opportunities through the summer.)

- **Skill Level Needs:**

  What are some of the concerns children have about drug issues? What are some of their fears? Have you considered giving them some problem scenarios and asking them to think about what they could do: what if their solution didn't work - do they have an alternative? This type of question gives you an idea of where children need more practice in skill development, and suggests opportunities for you in terms of programming needs.

- **Community Needs:**

  What do children see as needs within their community?
  What suggestions do they have to address these needs?
  What are parents' concerns about drug issues?
  What do they feel is a need for them or for their children?
  What do teachers see as needs in terms of drug prevention for the children they teach?
  Do they have suggestions for how to address these needs?

The information you gather allows to prioritize needs, to determine what you can address in the immediate future, and to develop long-term objectives aimed at incorporating the needs expressed. It is possible that some of the needs expressed are beyond the scope of any program you consider. If several individuals have expressed a similar concern in their responses to your questions, perhaps they would be interested in working together at finding ways to address this particular need.

Meetings

Locate a reasonably comfortable place to meet of suitable size and easy access in a central location.

Contact all members preferably in person or by phone. If some are unable to attend, find out what other times might be more suitable for future meetings, and keep a record of these.

One or more person(s) should be designated to run the meeting, and another to take minutes.

First Meeting

Introductions and a chance for a brief informal discussion and comments gives everyone a chance to talk from the beginning. It is important to establish a comfortable working climate and atmosphere.

Identify the group's purpose and confirm that those attending are willing to join in the effort.

Involve each person in sharing why they came and what they hope the group can accomplish. This identifies common objectives and provides for all members to become involved in setting the goals.

It may be that you cannot easily find enough common ground. In this case, perhaps other individuals not present would be interested, or perhaps there is another way to express the concerns. Complete agreement on every point is often unrealistic. However, unless there is consensus to proceed in some common direction, you may end up frustrated in your efforts. Be patient at this stage since you are engaging more in a process than a discrete, specific activity. If needed, allow time for participants to express their views and feelings fully, without discussion. Once heard, individuals are often then willing to listen. You may wish to postpone consensus forming to the next meeting, but if so, inform participants that this will be the purpose of that meeting.

All Meetings

Agenda

Prior to any meeting, plan and write your agenda, or outline plan for the meeting. This should be copied for distribution to all at the meeting.

Each item on the agenda should be introduced by someone who can explain the issue clearly in terms of background information and possible action needed.

Time

Set a realistic time limit on the meeting.

Ground Rules

These help people feel comfortable with how they can contribute positively to the meeting. The following are offered as suggestions only:

- Active participation by all is encouraged and expected.
- Roles and tasks of members should be clearly defined.
- Openness and honesty by all provides a healthy meeting environment.
- Respect and dignity of all is a given. Individuals are free to share their opinions openly in an atmosphere of trust and respect for all.
- The agenda should be realistic in terms of expectations and time considerations.
- Agree as a group upon a method for making decisions.
- Keep a record of work done, and give everyone a copy of the minutes.

Recording Involvement

Encourage participants in the community-wide prevention effort to keep a log or record of their involvement. Consider setting a time to meet and discuss this writing.This sharing can uncover problem areas early as well as demonstrate and confirm individual and group growth through tackling issues as they arise.

The following are possibilities for inclusion in a log:

- What happened at meetings? What was significant? What impacted? What specific tasks or commitments did you take from the meeting(s)?
- Thoughts, statements of learning, feelings, attitudes, reflection on the motivation for involvement in the efforts, and perceived benefits of involvement.

Journal writing provides a record of thoughts, ideas and concerns, as well as providing opportunities to learn through writing, by serving to focus thoughts and ideas. This can be a useful step in an individual or group learning cycle.

(Adapted from: *The Future by Design: A Community Framework for Preventing Alcohol and Other Drug Problems Through a Systems Approach*, 1991.)

Leadership Contributions

Leadership does not have to be undertaken by a single individual and can sometimes be most effective when it is shared, which draws on the strengths and leadership skills of several. Leadership fulfills a number of roles. It can:

- Act as a role model
- Facilitate problem solving within the group
- Encourage and support cooperation within the group
- Work as a catalyst to bolster energy and enthusiasm within the group
- Establish an environment conducive to solving problems, making decisions, and taking action
- Establish a process and guidelines for how the group will function
- Cultivate patience and flexibility

Whether you decide to share the leadership role or not, the following suggestions help to create a healthy atmosphere within which the group can function:

- Shared responsibilities ensure ownership, continuity, and active involvement of all group members. Communicate with members as partners.
- Clarification of leadership roles in relation to the group as a whole generates an atmosphere of understanding.
- Recognize your capabilities and limits. Acknowledge your limits, and involve others in what you cannot do, or are not comfortable doing.
- Your enthusiasm and interest will sustain a meeting and give the impetus for further action. Know what it is that needs to be addressed and keep on target.
- Tell others about what you are doing, and keep them up to date. Two-way continuous contact develops strength. This applies to communication within the group itself, and to communication with other groups or interested parties who are affected by, or who can affect what your group is doing.
- Positive feedback is important in any endeavour. Minimize criticism of any person and focus concerns on what was not done or done poorly, and offer positive suggestions for improvement. Be constructive as a group to any shortcomings.
- Failures and successes are inevitable, and different people react in different ways.

  Success can be scary, and encouragement may be needed to accept successes, to work with them, and not to get complacent. Failures should be looked on as opportunities for learning.
- Be adaptable. As time has passed, and things have changed, is it time to rethink or redefine your goals?

- It's okay to feel frustrated. There will be times in the process when you need to vent your frustrations. Find a sympathetic ear, and talk about it. Reflect on the positive, on some of what makes it worthwhile, and try to recharge.

  (Adapted from Yoast, 1989. *What Can You Do: A Hands-on-Guide to Building Alliances for the Prevention of Alcohol and Other Drug Use.*)

The essential ingredient for leadership is the possession of skills that help the group progress toward meeting its goals. Instead of looking for a leader, it may be beneficial to look for people who possess the skills needed by your group. Sometimes this will include someone who has excellent abilities in self-expression and persuasion – the kind of person who may seem like a natural leader. Other times your group will need people with know-how to organize citizens or obtain cooperation from the business community. These people may be less visible and may have no apparent leadership skills other than their expertise in what you want to do. Interpersonal skills can be developed; experience is not as easily obtained. A careful review of your group's needs will guide you to the most valuable leaders.

(Adapted from: *Prevention Plus II*, 1989.)

Volunteers

Someone has volunteered to help, and your initial reaction is relief because you now have someone to share the workload. As you start to think a little more about your ideas, you begin to sense an uneasiness ... this person, let's call her Joan, is not someone you have ever met before, and you know nothing about her ... what if you and she cannot get along? What if she is not suitable for the tasks you have in mind? What if she does not share your vision of drug prevention?

You have three choices:

- Just forget about the whole thing – it's not worth the trouble.
- Hope everything works out and worry about problems as they arise.
- Work your problems through. Get to know Joan, and let her get to know what you need, what your vision is, and in what ways she may be able to help.

Choosing the first option offers an easy way out. It may also mean depriving the children or parents of a potentially positive experience, and it may leave you feeling a sense of helplessness or being overwhelmed. However, there are times when this may be the wise choice, depending on other factors, for example, how much time and energy you personally can commit.

Choosing the second option may work out fine ... but what if it doesn't? How are you going to salvage the program? And if it does work out all right, could it have worked out better?

Choosing the third option is what this section is about. This option highlights the very essence of much of prevention theory, as it is about solving problems, making decisions, and taking responsibility. It is about feeling good about yourself because you have taken the time and effort to approach the process in the best possible way. Like many other components of effective program planning, a little foresight and advanced homework pay dividends to the success of your program.

Defining Expectations

Imagine you are the person interested in volunteering, and you hear the school is looking for individuals who will help in drug prevention programs for the children. You know very little about drugs, and even less about how to prevent their use. Your sense is that you have nothing to offer in spite of your concern and genuine interest, so you ignore the request. Too bad really, because you have some free time at the moment and would be most willing to become involved in your child's education.

Imagine you are that same parent, and a similar request for help in working together for drug prevention goes out. This time, the request tells you about the goal of the drug prevention program and outlines specific tasks, requirements, and time commitment needed. Your mind clicks in when you see they are looking for some one to work with the children during their lunch times to design posters. You've always loved art and have some graphic art training, and you are free two days a week at lunch time ... so you pick up the phone and offer your help.

Now switch roles. Imagine you are the contact person for the volunteers. Joan, whom you do not know, calls and offers to help.

Invite her to come by and meet you, so you can talk about the program, and the roles involved. Having a "conversation with a purpose" – one less formal way of defining an interview – benefits the program, because it allows you to determine compatibility of the volunteer, and to provide for the best possible utilization of the person's strengths, talents, and interests. It benefits the individual, because it allows her/him to better understand the program, and determine her/his commitment and involvement. A mutual gain involves developing respect and credibility. For example, a parent who is concerned about the issues will respect the care employed in selecting individuals and in assigning roles and responsibilities, which will in turn give credibility to, and develop a sense of security in, the program.

The Conversation

Are you the person best suited to having this conversation?
For instance:

- Are you able to talk freely with strangers, and reasonably able to make them feel comfortable in your presence?
- Do you accept and respect all people and are you comfortable working with people of all racial, religious, educational, and economic backgrounds?
- Can you listen attentively and hear accurately?
- Do you have skills in observing or sensing other's reactions, attitudes, concerns, and personality traits?
- Can you explain things well?
- Can you recognize individual's strengths and potential?
- Can you effectively guide the conversation without sacrificing sensitivity or purpose?
- Do you have some experience as a volunteer?
- Are you knowledgeable about the various jobs involved?
- Are you familiar with the program and its goals?
- Can you establish an almost instant rapport with others?

(Adapted from Wilson, 1976.)

If you are not comfortable with most aspects of this process, perhaps there is someone else involved in the program who is.

Finding out about the attitudes, interpersonal relations, motivation, values, work habits, decision making, and stability of the persons interested in helping offers the best possible way to match the person with the program and the specific task. This can be done informally or formally, and may require just a short meeting, depending on how well you may already know the person, and what is involved in their commitment in terms of the sensitivity of the task.

Letting the person know what is required in terms of involvement, time commitment, and expertise, as well as what is available in terms of training and support, provides an opportunity for them to decide about their part in the program. Community groups or agencies may be able to assist in any training that may be appropriate.

Possible Discussion Cues

(Bracketed information refers to specific aspects of the information you will want to gather.)

- Invite Joan to tell you about her previous volunteer experience. What did she enjoy the most? What did she enjoy the least? (Attitude)
- As you tell her about the program, find out which target group she would be most interested and comfortable working with. Does she like to work with parents, children, teachers, or others? Why is this her preference? (Motivation and interest)
- Joan may feel comfortable working in a group with all kinds of people, or she may feel uncomfortable or awkward working with certain kinds of people, or she may like to work alone. Invite her to share these concerns with you. (Interpersonal relations)
- Invite her to let her imagination run free, and describe her ideal volunteer position. (Values)
- Joan comes to you with a wealth of experiences. What are some of the things she has done that have given her the greatest satisfaction? (Motivation and values)
- People volunteer for all kinds of reasons. Invite Joan to share with you her reasons, and what her long-term goals are. (Motivation)
- Each of us has preferences and strengths in our work habits. How would Joan describe her work habits? (Work habits)
- What are her leisure interests? (Values)
- Ask Joan to tell you about a significant decision she has made, and how she felt about it. (Decision making)
- Invite Joan to tell you about her family without invading her privacy. (Stability, security)
- Share with Joan something about yourself that you feel good about, and something you would like to improve, if you could. Invite her to share with you her strengths and what she would like to improve. (Stability)

People who share a vision and commitment, who work together, who combine their own unique talents and their own special interests, energize collaborative efforts. People who are enthusiastic, flexible, open to change, and respect each other and the group they are working for, can work together to overcome obstacles, solve problems, and design effective programs that will benefit all.

When such a group of individuals comes together, the energy and support they offer to others and to each other can open doors that would otherwise remain closed.

Coalitions: A Different Kind of Partnership

Schools, agencies, organizations, and other groups who work for children may find benefit from forming a coalition. Often, coalitions function as a learning community, where concerns and resources are shared, and ideas exchanged and discussed in a collaborative and cooperative way. Working together with a common goal, these different groups can accomplish what no one group can do on its own.

Coalitions may begin in an informal way, through sharing ideas and discussing needs with others. This may prompt the formation of a more formal alliance, which then undertakes the process of developing a common goal. Groups involved may be diverse in their approach, interests, and concerns, so developing a common goal may take some time. However, once established, coalitions are dynamic organizations, capable of producing positive change in their communities, as the strength of the larger group can accomplish much. For example, coalitions can:

- Create more public recognition and visibility
- Expand the scope and range of services
- Provide a more systematic, comprehensive approach to programming and health promotion in general
- Through a unified voice, serve as advocates and assist in resource development
- Improve opportunities for new pilot projects
- Prevent duplication of services and fill gaps in existing service availability
- Accomplish what single members alone cannot accomplish

Establishing a coalition involves the same process as that of creating a working group. As with working groups, a small and informal coalition does not need the same amount of structure as does a larger group. Whether there is a formal or informal structure present, it is important to find ways to collaborate (through compromise if necessary) while maintaining the integrity of each member organization.

Coalitions work best when:

- There is a stated purpose
- Individual needs of members or member organizations are respected
- Conflicting loyalties and vested interests are minimized
- Adequate funds are available to carry out objectives
- Expectations in terms of roles, responsibilities, and time are realistic for the purpose of the coalition
- Leadership and organization is clearly defined

- Member organizations openly discuss and attempt to resolve concerns about disparity in values, history, and mission
- Effort and time required for achieving the coalition's goal is adequate
- They focus on future possibilities and potential
- All members have a voice
- Communication channels are openly maintained
- New members with common goals and needs are welcomed

The cooperation and collaboration achieved by a coalition can provide for leadership in many aspects of developing rich and varied prevention programs to the greater benefit of the children and their communities.

Fund Raising

When considering budget in any program, ask yourself the following questions:

- How much do we have?
- How much do we need?
- How much can we generate, and how can we generate it?

Use the answers to these questions to define clearly your specific funding needs. The key to success often is to specify exactly how the contributions will be used in providing prevention services. Local donors usually prefer to give when they know how their money will be used and what needs the money will meet.

Possible needs of the program:

- Money
- Services
- Materials
- Incentives, promotional material
- Space
- Personnel
- Speakers, presenters

Possible costs of the program:

- Transportation
- Refreshments
- Materials
- Advertising and promotion
- Guest speakers
- Rentals
- Postage
- Babysitting
- Printing costs
- User fees
- Miscellaneous expenses: office supplies, photocopying, etc

Possible contributors include:

- School boards
- Recreation departments
- Home and School/Parent Teacher Associations
- Involving the children directly in fund raising
- Business sponsorship
- Service group sponsorship
- Government agencies/foundations
- Teacher's union or other unions
- Other community groups or individuals
- Parents

Community fundraising is often initiated by a process called "webbing." Webbing can be thought of as building a network of advocates for your organization – of discovering who you know, who these people know and what any or all of this expanded network can do for you. Though skills in project development and proposal writing are critical, developing a network of people to introduce you to funders, (the "web" of contacts and advocates) can make the difference between success and failure.

Requesting Funding

Whether you are approaching an individual in person or writing a proposal for a government agency, there are several key questions that you should be prepared to answer:

- Who you and your group are (non profit, drug prevention ...)
- How long your group has been operating (starting out, or established)
- What you are going to do (include goals, objectives, and strategies)
- Why you are going to do this (outline need and benefits)
- What it is you need (money, services, promotion, materials, space, etc.)
- Why you need this (explain why having this resource is necessary for the program)
- How you will use it (justify the contribution)
- When you need it (timetable of needs, include how long you want the contribution to continue).

A written outline of a formal project proposal typically includes the following:

- Problem statement
  What is the problem you want to address in terms of drug prevention? What needs to be done?

- Target population
  Who are you trying to help?
- Project objective
  What is the project aiming to do and how does it propose to do it?
- Use of personnel
  What will each person do?
  What training will they need to do it?
- Budget estimate
  How much funding will be needed?
- Community support
  Who else likes your ideas? Who will support the project?

The following points should be kept in mind:

- Be positive and enthusiastic.
- Be prepared to outline benefits to all.
- Be clear, concise and, if written, be readable.
- Consider including one or two letters of support for your efforts.
- Keep a copy for your own records.
- Keep in mind the importance of acknowledging support and express appreciation for all contributions. If possible, express the appreciation publicly.

Publicity, Promotion and Public Relations

Any program needs to be advertised and promoted and its successes announced. How this is done may affect the success of the program. In general, the more ways an individual hears about something, the more opportunity for it to have an impact. Remembering the target group will also help focus the relevancy of the information and approach to publicity.

Personal contact offers one of the best possible avenues for informing people and getting support. It is worth the time and effort involved. Adults and children will often respond to personal invitations where they might hesitate to become involved otherwise.

Remember: Focus on your positive responses, and you will find it easier not to get discouraged with negative responses. Use these positive responses to develop your approach. Not everyone will be interested, no matter what you do or how you do it.

Notices sent home offer information about proposed projects. Positive, clear and concise explanations and necessary details are needed and must be reader friendly. They are useful in that they provide a permanent record and reference, but there are times when they do not make it home.

Remember: All caregivers may not be readers. Your sensitivity to this issue is important. Notices work best in conjunction with other approaches. Keep the reading level to about Grade 9 for all notices destined for a broad and general distribution.

Announcements can be made through the school public address system, over the radio, cable TV, and any other means that may be specific to the individual community, or to a particular time (school concerts, public meetings, and so on). Be positive. Be brief, and to the point. Radio and TV broadcast public service announcements but there is competition for these spots.

Remember: Repeating announcements in several ways at different times is more effective than a one time announcement. Consider your target group when requesting broadcast times.

Posters. Well positioned and eye-catching uncluttered posters can be an effective advertising tool. Consider involving the children in creating the posters whenever possible. Posters can be put up within the school, in public places, in stores, in offices, and so on.

Remember: Always ask permission before putting up your poster and show your appreciation when it is granted.

Newspaper notices reach a wide audience. They can serve to advertise the program to all types of audiences.

Remember: School newsletters, community newsletters and newspapers, teacher newsletters, business newsletters as well as provincial newspapers may be willing to include your information notice free of charge.

Parent Teacher/Home and School Associations and other relevant groups can help spread the word. Depending on the targeted audience, this may offer a good avenue for promoting the program.

Remember: In addition to serving as advertising, sharing information with these groups can help legitimize the program, and enlist support for the efforts.

Business-sponsored advertising offers an opportunity for business and your group to work together, and both benefit from the promotion. Possibilities include: buttons, T-shirts, hats, pencils, and so on.

Remember: Businesses will sponsor groups working with a good idea when it offers them an opportunity to become involved, and to benefit from the involvement.

It is not possible, or even desirable, for every community prevention planner to undertake a scientific study of the media or to descend on Hollywood to consult with scriptwriters. However, it is possible for planners to work with local media organizations, especially if the following are kept in mind:

- Before attempting any consultation, become familiar with how local media operate. You need to know who makes decisions, the requirements of the publication/program and publication/program deadlines.
- Take time to develop relationships with media persons that are based on mutual respect. Failure to nurture a relationship often results in misunderstanding. Remember, the media person has needs different from your own (such as a need for timely, interesting, simplified stories). Be prepared to be flexible. Your personal relationship with media contacts is often key to your ability to successfully approach them to access their medium.

And finally, keep in mind:
- Be creative and enthusiastic in your promotion efforts.
- Keep people informed and up to date.
- Do not get discouraged. Remember that every journey begins with one small step.

Annual Report to the Community

Sponsor an annual event, held at the same time each year, to highlight your prevention efforts over the past year. This can be a simple event or it can be a formal event, depending on your resources and the community itself. Involving the children in the planning and the celebration itself provides additional opportunities for the children to become involved.

Possible ideas for sharing your report with the community include the following:

- A picnic or banquet where school groups perform, and awards and recognition for significant volunteer contributions are made
- A community "new games" festival, where new activities and games created or learned through the prevention programs are shared with the community
- A televised report to the community via your local cable company
- An annual report in the local newspaper highlighting activities, successes, and participation by various community individuals and groups
- Any other form of celebratory event where prevention efforts are shared and participation and contributions are acknowledged

Consider using a "Chain of Success" as part of the decorations for your event. This "Chain of Success" consists of a paper chain, each link having a brief description of an event, project, training session, workshop, or media campaign completed in the prevention effort during the past year. This chain can become a permanent symbol, added to each year, and developed into a theme for community participation. For example:

- Linking together for success
- One small link ...
- Stronger together

Awards may include such things as: calendars created by the children as part of a fund-raising activity (see *Experimenting with Leisure: Building Alternatives Now*, p.95); key rings, name plates, plaques created by the children with a drug prevention message; writing material decorated with artwork on a drug prevention theme created by the children. These are just some examples that are particularly relevant as they are created by the children.

Whatever form your reporting to the community takes, the following are potential benefits of this sharing:

- Keeps the public informed of successes
- Celebrates successes
- Increases community awareness
- Acknowledges participation of key individuals
- Provides opportunity to share evaluation of prevention efforts in a meaningful way for all in the community
- Establishes a community tradition revolving around drug prevention
- Provides a fun community-wide activity to highlight drug prevention
- Helps to maintain momentum for drug prevention efforts
- Encourages others to become involved in drug prevention efforts
- Provides a forum to launch and advertise drug prevention plans for the following year

REFERENCES AND RESOURCES

References

The references below are those used in compiling this manual. Should you have any difficulty in locating these within your community, contact the regional office of Drug Dependency Services which are listed in this section.

Bernard, B. 1991. ***Fostering Resiliency in Kids: Protective Factors in the Family, School and Community.*** Western Regional Center for Drug Free Schools and Communities, Northwest Regional Educational Laboratory, Portland, OR.

Bright Ideas. Helping Me – Helping You! 1989. Youth Leadership Forum, Action on Drug Abuse, Health and Welfare Canada, Ottawa.

Although put together as a result of a youth leadership forum, many interesting ideas and activities can be adapted for the elementary school.

Canada's Drug Strategy, Phase II. 1992. National Health and Welfare Canada, Ottawa: Minister of Supply and Services.

Carr, R. A., and Gregory Saunders. 1980. ***Peer Counselling Starter Kit, Students Helping Students.*** University of Victoria, Peer Counselling Project, Victoria, B.C.

A program of peer helping. At time of publishing, most school boards throughout Nova Scotia have personnel who have been introduced to this model. Contact individual school boards for further information, or Student Services, Department of Education, Halifax.

Carr, R. A. 1992. ***Peer Helper Handbook: Just For Me: A Tobacco, Alcohol and Other Drug Use Prevention Program for Grades Two, Three and Four.*** Agency for Instructional Technology, Bloomington, IN.

This handbook guides adult advisors in training peer helpers in such skills as listening and dilemma management. Although designed for use in conjunction with the *Just For Me* series as an optional peer component, the guide provides an overview of peer helper roles and characteristics of effective peer programs targeting elementary school children.

Carr, R. A., David de Rosenroll, and Gregory Saunders. 1990. ***Peer Helping ... An Information Booklet for Parents and Professional Helpers.*** University of Victoria, Peer Counselling Project, Victoria, B.C.

Davis, Roy L., Howard L. Gonser, Margaret A. Kirkpatrick, Sally Wolfe Lavery, Sandra L. Owen. 1985. "Comprehensive School Health Prevention: A Practical Definition." ***Journal of School Health***, vol. 55, pp.335–339.

FOCUS 2000: Business-Education Partnerships: Your Planning Process Guide. 1990. The Canadian Chamber of Commerce, Ontario.

A resource guide for chambers of commerce, boards of trade, business, industry, unions, school and community organizations, *Focus 2000* offers many possibilities for building school-business partnerships and includes details of approaches and considerations in relation to such partnerships.

The Future by Design: A Community Framework for Preventing Alcohol and Other Drug Problems Through a Systems Approach. 1991. U.S. Department of Health and Human Services, Office of Substance Abuse Prevention. Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD. 20852.

Getting it Together: Promoting Drug-Free Communities. 1991. U.S. Department of Health and Human Services, Office of Substance Abuse Prevention. Available from the Office of Substance Abuse Prevention, 5600 Fishers Lane, Rockville 11, MD. 20857.

A resource guide for developing effective youth coalitions.

Green, L., and **D. Iverson**. 1982. "School Health Education." ***Annual Review of Public Health***, vol. 3.

Griffin, T. 1986. "Community-based Chemical Use Problem Prevention." ***Journal of Health***, vol. 56, no.9.

Guthrie, G.P., and **L.F. Guthrie**. 1991 "Streamlining Interagency Collaboration for Youth at Risk." ***Educational Leadership***, Sept.

Hawkins, J. D., D. M. Lishner, and R. F. Catalano. 1985. "Childhood Predictors and the Prevention of Adolescent Substance Abuse." In ***Etiology of Drug Abuse: Implications for Prevention***, edited by C. L.Jones and R. J.Battjes. National Institute on Drug Abuse, DM85-1385, Washington D.C.

Healthy Communities: The Process. 1989. British Columbia Ministry of Health, Vancouver, B. C.

A guide for volunteers, community leaders, elected officials, and health professionals who want to build healthy communities through a health promotion approach.

Healthy Connections. Community Health Promotion for Children, Youth and Families. 1989. British Columbia Ministry of Health and Union Boards of Health, Vancouver, B.C.

A resource kit and planning guide for community health action by the community.

Healthy Schools: A Resource Guide for Teachers. 1991. British Columbia Ministry of Health, Office of Health Promotion, Vancouver, B.C.

This resource guide offers many program development suggestions and ideas, and includes examples of programs in action.

It's Elementary: Meeting the Needs of High-Risk Youth in the School Setting. 1990. National Association for Children of Alcoholics, South Laguna, California.

A collection of articles dealing specifically with children of alcoholics and how schools can help this high risk group. The articles provide summaries of some of the topics which can arise when elementary schools initiate programs or activities for children of alcoholics.

Just For Me: A Tobacco, Alcohol and Other Drug Use Prevention Program for Grades Two, Three and Four. 1992. Agency for Instructional Technology, Bloomington, IN.

Just For Me is is a collection of instructional materials for schools and communities. It seeks to promote home and school cooperation in drug use prevention and to help children in grades 2, 3 and 4 develop the skills to avoid the use of tobacco, alcohol and other drugs. The program consists of a classroom component (six 15-minute videos for classroom use and a teacher's guide), a teacher component (a program utilization video and in-service facilitator's guide), a peer component (peer helper handbook), and a home component (three parent videos for prevention improvement strategies, a parent guide and a parent workshop facilitator's guide.)

This program will be available in 1992/93 with the French equivalent program available in 1993/94. For further information contact the nearest regional office of Drug Dependency Services.

Keep Your Dreams Alive Sports P.A.T.C.H. Program: Positive Actions Teams Choosing Health. Contact your local police service or RCMP Drug Awareness Section, 3139 Oxford Street, P.O. Box 2286, Halifax, Nova Scotia B3J 3E1.

A program manual will be available in 1992, in both English and French.

The goal of this program involves members of community or school sports teams, their parents and coaches working together to promote healthy choices regarding alcohol and other drugs for young people in the community and schools. The program is easily adapted by school personnel with police cooperation to younger age groups.

***K.I.T. Keeping in Touch Level 6:* "Kids in Tune."** Undated. Creative Youth Workshop and the Nova Scotia School Drug Educators.

This program was created for use in grade 6, and distributed through the schools' drug education program. The program is an educational activity and resource guide for drug awareness.

The *K.I.T.* approach requires the children to take an active part in completing, adding to and expanding the drug education concepts presented to them in the program. Teachers can use the *K.I.T.* materials to help the children better understand the consequences and dangers of substance abuse. Since the process of thinking and creating is as important as the creation of a final product in the activities, the approach is adaptable to younger grades.

Lacey, V. S. 1990. "Meeting the Long-Term Challenge: Cooperative Strategies for Education." In: ***Reaching for Success: Business and Education Working Together***. Conference Board of Canada, Ottawa.

MacDonald, Wendy. 1989. ***Tracking the Good Times: Leisure Education Resource for Youth Leaders***. Government of Alberta, Alberta Alcohol and Drug Abuse Commission, Edmonton.

Designed for youth group leaders, this manual encourages young people (ages 11-15) to take responsibility for creating enjoyable leisure activities for themselves through responsible decision making and action. Teachers can easily adapt activities to younger age groups and to many settings. The manual is a source of ideas to assist the facilitation of leisure activities and includes discussion notes and activity worksheets.

McAndrew, J. A. 1985. "Children of Alcoholics: School Intervention." ***Childhood Education***, vol. 61, pp. 343-345.

Moberg, D. P. 1984. ***Evaluation of Prevention Programs: A Basic Guide for Practitioners***. Wisconsin Clearinghouse, Wisconsin.

Moe, J. 1990. "Beyond the Classroom: Groups as a Programming Option" In: ***It's Elementary: Meeting the Needs of High-Risk Youth in the School Setting***. National Association for Children of Alcoholics, South Laguna, California.

National Professional School Health Education Organization. 1984. "Comprehensive School Health Education – A Definition." ***Journal of School Health***, vol. 54, no.8.

Nishioka, E. 1989. "Helping Children of Alcoholics." ***Journal of School Health***, vol. 59, no. 9.

Oliver-Diaz, P. 1989. "Minority Children of Alcoholics: Children Facing Double Trouble." In: ***It's Elementary: Meeting the Needs of High-Risk Youth in the School Setting.*** National Association for Children of Alcoholics, South Laguna, California.

Ottawa Charter for Health Promotion. 1986. ***Canadian Journal of Public Health***, vol. 77, Nov/Dec.

P.A.C.E. – Police Assisting Community Education

This program is the result of the cooperative efforts of Drug Dependency Services and the RCMP. The program for grades 5-9 provides an opportunity for children to see a police officer in the role of a drug prevention community educator. The intent is to supplement class activity around drug prevention through the trained officer's classroom presentation based on lesson plans which complement the existing school curricula.

For further information contact your local police services or the Drug Dependency Services regional office in your area.

Pentz, M. A.. 1986. "Community Organization and School Liaisons: How to Get Programs Started." ***Journal of School Health***, vol. 56, pp.382–388.

Prevention Plus II: Tools for Creating and Sustaining Drug-Free Communities. 1989. U.S. Department of Health and Human Services, Office of Substance Abuse Prevention. Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD. 20852.

Reaching For Success: Business and Education Working Together. 1990. Conference Board of Canada, Ottawa.

This handbook contains some of the proceedings of the first national conference on business-education partnerships. Summaries of presentations and workshops are included. A resource for promoting thought and action on this important partnership.

Ready or Not. 1990. Health and Welfare Canada, Ottawa.

This is a six-part program for "information poor" parents of children between the ages 8 and 12. It uses group discussion and adult education techniques to help parents develop and refine their parenting and communication skills. There is a focus on helping parents to apply these skills to prevent drug use by their children. The program is participant directed and relies on parent involvement, information sharing and group support.

Ready or Not is delivered to groups of parents by trained facilitators. A community based agency sponsors the program and supports the facilitator. The program is available in French.

For further information contact the regional office of Health and Welfare Canada.

The Road to Curb Impaired Driving: A Manual to Help Community Groups Who Want to Take Action. 1990. Community-Based Programs Working Group, National Steering Committee on Impaired Driving, Health and Welfare Canada, Ottawa.

This guide contains suggestions for program planning and organizing groups for action.

Ryan, A. M. 1992. ***Making a Difference: Curriculum Supplement.*** Nova Scotia Department of Health, Drug Dependency Services Division, Halifax.

This resource offers a series of lesson plans on drug prevention for each of grades primary through six. The lessons in one year build on those of previous years and suggestions for expansion and integration throughout the curriculum are included. Parental involvement is encouraged through specific suggested activities and strategies.

The lesson plans conform to the scope and sequence of the elementary school health curriculum and teachers guidelines are included. The present manual (*Making a Difference: Community Supplement)* is a companion to the *Curriculum Supplement*, together providing a comprehensive approach to encouraging and supporting health promotion for drug prevention.

School Garden Guidelines: How to Teach Children About Nutrition and the Environment. Undated. Co-published by British Columbia Ministry of Health, Preventive Services, Nutrition Branch and Imperial Oil Limited.

This guide targets elementary schools and contains many useful tips including a section on indoor gardens and summer maintenance. Emphasis is placed on community and parental involvement in the projects. The guide also contains a listing of some available print and video resources for teachers and children.

Skirrow, J. 1988. Addiction Prevention: The Future's in the Balance. Presented at the National Action Conference on Substance Abuse, Montréal, Québec, October 3, 1988.

Skirrow, J. 1991. "Substance Abuse in Canada." ***Health Promotion***, Fall.

Success Stories from Drug-Free Schools: A Guide for Educators, Parents and Policymakers. 1991. U.S. Department of Education, Washington, D.C. Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD. 20852.

Thompson, A. 1989. ***School Drug Policy and Procedure Manual.*** Nova Scotia Commission on Drug Dependency, Halifax.

This manual provides guidelines for school and board personnel to assist in the development and implementation of comprehensive drug education and intervention policies and procedures in the schools. Suggestions for policy development, strategies for school professionals and a student assistance model are included.

For further information contact the local school board or Drug Dependency Services, Department of Health.

Thompson, A. 1989. ***Smooth Sailing: Drug Education for Parents.*** Nova Scotia Commission on Drug Dependency, Halifax.

This manual presents a drug education program designed to meet the needs of concerned parents who wish to talk with their children about drugs. This is a primary prevention program assisting parents in identifying issues and strengthening communication skills. Parent groups are sponsored by school or community groups. Contact the regional office of Drug Dependency Services for further information.

Thompson, A. 1990. ***Peer Power: A Process of Peer Drug Education***. Nova Scotia Commission on Drug Dependency, Halifax.

Developed by Drug Dependency Services, this program involves training high school student volunteers to make drug education presentations to classes in grades 5-9. The program is supported by most school boards in the province and arrangements for presentations are made directly with the participating high school (not all grades may be targeted).

Available in English and French. For further information contact the high school in your area or the regional office of Drug Dependency Services.

Vertinsky, P. 1989. "Substance Abuse Prevention Programs: The State of the Art in School Health." ***Health Promotion***, Spring.

Vertinsky, P., and C. **Mangham.** 1991. ***Making It Fit. Matching Substance-Abuse Prevention Strategies***. British Columbia School Trustees Association, Vancouver, B.C.

This manual provides ideas and suggestions for building community responses to substance abuse and offers a framework for matching programs and strategies with school and community needs. It stimulates thinking about the broader context of community-wide health promotion and the school's role.

What Works: Schools Without Drugs. 1989. U.S. Department of Education, Washington, D.C. Available through the National Clearinghouse of Alcohol and Drug Information, P.O. Box 2345, Rockville, MD. 20852.

Wilson, M. 1976. ***The Effective Management of Volunteer Programs.*** Volunteer Management Association, Boulder, Colorado.

Yoast, R. 1989. ***What You Can Do: A Hands-on Guide to Building Alliances for the Prevention of Alcohol and Other Drug Abuse***. 2nd. edition. Edited by Kevin McIntyre. Wisconsin Clearinghouse, University of Wisconsin System.

Your Choice ... Our Chance. 1989. Agency for Instructional Technology, Bloomington, IN.

The program consists of a series of drug prevention videos and related print material for children in grades 5 and 6, their parents, and their community. It seeks to promote community and school cooperation in drug prevention and help children develop skills to prevent the use of tobacco, alcohol and other drugs. The program consists of a school component (ten 15-minute videos for classroom use, a teacher's guide, in-service facilitator's guide and a utilization video) and a community component (three 30-minute videos promoting discussion on community involvement by parents and others, and a handbook for community organizing.)

The program is also available in French. For information on availability, contact Media Services, Department of Education or the regional office of Drug Dependency Services.

REFERENCES BY PROGRAM EXAMPLES

The following references, also listed in the main entry section, are included under the headings of the programs in which they are an integral component.

Adopt-A-School

FOCUS 2000: Business-Education Partnerships: Your Planning Process Guide. 1990. The Canadian Chamber of Commerce, Ontario.

The Future by Design: A Community Framework for Preventing Alcohol and Other Drug Problems Through a Systems Approach. 1991. U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

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Reaching For Success: Business and Educators Working Together. 1990. Conference Board of Canada, Ottawa.

Action Teams

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Yoast, R. 1989. ***What You Can Do: A Hands-on Guide to Building Alliances for the Prevention of Alcohol and Other Drug Abuse***. 2nd edition. Edited by Kevin McIntyre. Wisconsin Clearinghouse, University of Wisconsin System.

Fun and Fitness

Healthy Schools: A Resource Guide for Teachers. 1991. British Columbia Ministry of Health, Office of Health Promotion, Vancouver.

Keep Your Dreams Alive Sports P.A.T.C.H. Program: Positive Action Teams Choosing Health. Contact your local police service or RCMP Drug Awareness Section, 3139 Oxford Street, P.O. Box 2286, Halifax, Nova Scotia B3J 3E1.

Community Programs

Getting It Together: Promoting Drug-Free Communities. 1991. U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

Just For Me: A Tobacco, Alcohol, and Other Drug Use Prevention Program for Grades Two, Three and Four. 1992. Agency for Instructional Technology, Bloomington, IN. (community component)

Your Choice ... Our Chance. 1989. Agency for Instructional Technology, Bloomington, IN. (community handbook and videos)

Home-School Partnerships

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Thompson, A. 1989. ***Smooth Sailing: Drug Education for Parents***. Nova Scotia Commission on Drug Dependency, Halifax.

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Experimenting with Leisure

Future By Design: A Community Framework for Preventing Alcohol and Other Drug Problems Through a Systems Approach. 1991. U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

MacDonald, W. 1989. ***Tracking the Good Times: Leisure Education Resource for Youth Leaders***. Government of Alberta, Alberta Alcohol and Drug Abuse Commission, Edmonton.

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Moe, J. 1990. "Beyond the Classroom: Groups as a Programming Option" In: ***It's Elementary: Meeting the Needs of High-Risk Youth in the School Setting***. National Association for Children of Alcoholics, South Laguna, California.

Nishioka, E. 1989. "Helping Children of Alcoholics." ***Journal of School Health***, vol. 59, no. 9.

Prevention Plus II: Tools for Creating and Sustaining Drug-Free Communities. 1989. U.S. Department of Health and Human Services, Office of Substance Abuse Prevention.

Thompson, A. 1989. ***School Drug Policy and Procedure Manual***. Nova Scotia Commission on Drug Dependency., Halifax.

Other Resources

There are resource personnel and programs available in the school and community able to help with prevention efforts and to help students troubled by drugs in their lives. The school board may have a drug education coordinator, school counsellors, prevention programs, support groups, drug awareness events, and/or have established a student assistance process.

Drug Dependency Services Division, Department of Health, Nova Scotia
Resource personnel may be contacted at the following addresses:

Central Office
6th Floor
Lord Nelson Building
5675 Spring Garden Road
Halifax, Nova Scotia B3J 1H1
(902) 424-4270

Cape Breton Addiction Centre
115 Alexandra Street
P.O. Box 640
Sydney, Nova Scotia B1P 6H7
(902) 563-2030

North Shore
Drug Dependency Program
Denoon Street
P.O. Box 359
Pictou, Nova Scotia B0K 1H0
(902) 485-4335

South Shore
Drug Dependency Program
Fisherman's Memorial Hospital
P.O. Box 1180
Lunenburg, Nova Scotia B0J 2C0
(902) 634-8801 (Ext. 222)

Metro Drug Dependency Program
300 Pleasant Street
P.O. Box 896
Dartmouth, Nova Scotia B2Y 3A6
(902) 424-5623

Valley Health Services
Crosbie Centre
100 Exhibition Street
Kentville, Nova Scotia B4N 1C4
(902) 678-7381

Western Regional
Drug Dependency Program
Yarmouth Regional Hospital
50 Vancouver Street
Yarmouth, Nova Scotia B5A 2P5
902) 742-2406

Self-Help Groups

- **Alcoholics Anonymous** provides support for individuals whose lives are being or have been adversely affected by alcohol.
- **Al Anon** provides support for families and friends of alcoholics.
- **Alateen** provides support services for young people troubled by alcohol.
- **Narcotics Anonymous** provides support for individuals whose lives are being or have been adversely affected by drugs other than alcohol.

See your telephone book for local listings.

YOUR PARTNERSHIP: A SUMMARY

This section is provided to assist you in the sharing of your program or project with others who may be similarly engaged in planning or developing partnerships. The following summary sheets can be used to help in the outlining of your program/project and in describing why you did it, what you did, how you did it, and what happened as a result of your efforts.

These summaries can be of value for your own records. They are also a straightforward means of communicating partnership projects undertaken within your school with school personnel in other schools. This sharing not only acknowledges your activities but also serves to encourage others to become involved and to assist them in their efforts. Sharing successes as well as problems encountered is an important part of collaborative and supportive action for drug prevention programs.

Drug Dependency Services Division, Department of Health is also committed to supporting your initiatives and to disseminating program information. For these reasons, please send a copy of your program/project summary to:

Drug Dependency Services Division
Department of Health
6th Floor
Lord Nelson Building
5675 Spring Garden Road
Halifax, Nova Scotia
B3J 1H1

YOUR PARTNERSHIP: A Summary

Program/Project Title: ______________________

School: ______________________

Contact Person: ______________________

Date Initiated: ______________________

Summary:

Briefly describe your program/project. Include the issues or problems being addressed, who was involved, and the time frame.

Objectives:

What did you want to accomplish? What did you want to see happen as a result of the program/project?

Why

In what way does this program/project work towards drug prevention? What does it contribute? What is the rationale?

What Is Needed: Initial Concerns

What resources are required? What is needed to make the program/project work, to get people involved, and to see it through?

How to Proceed

What did you do to make the program work? How did you use the resources? Who did what, and when did you use the resources?

Outcomes

What happened? Did you accomplish your objectives? How did you evaluate your program/project? What helped or hindered the success of the program? Is there anything you would do differently the next time? How did you celebrate your success?

Related Activities

Are there any projects/programs with similar themes or dealing with similar issues that you would suggest?